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ABSTRACT

This document presents the final report of the International Conference on Education, attended by 128 Member States of the United Nations Educational, Scientific, and Cultural Organization, as well as representatives from 9 inter-governmental organizations (INGOs), 36 international non-governmental organizations (INGOs) and one foundation. A total of 736 participants were in attendance. Divided into three parts, part 1, "Summary of the Plenary Discussions," contains: (1) Opening Ceremony; (2) Major Debate 1: Towards a Culture of Peace, Human Rights and Democracy through Education for All; (3) Major Debate 2: Presentation by Region of the General Theme of the ICE; (4) Major Debate 3: Educating for Mutual Understanding and Tolerance; (5) Major Debate 4: Education for the Twenty-First Century; and (6) Closing Ceremony. Part 2 is entitled "Work of the Committee of Governmental Experts." Part 3, "Documents Issued by the Conference," contains: (1) Declaration of the 44th Session of the International Conference on Education; (2) Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy; and (3) Resolution. Seven Annexes are included. (EH)

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ED 388 544

Final Report

International Conference on Education 44th Session

Geneva 3-8 October 1994

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UNESCO

International Bureau of Education

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   Towards a culture of peace, human rights and democracy through education for all

   Presentation by region of the general theme of the ICE

   Educating for mutual understanding and tolerance

   Education for the twenty-first century

7. Evaluation of the implementation and consideration of the possible updating of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (ED/BIE/CONFINTED 44/3)

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PART I

SUMMARY OF THE PLENARY DISCUSSIONS

A. Opening ceremony

1. The 44th session of the International Conference on Education, convened by the Director-General of UNESCO in accordance with resolutions 1.2, 7.1, 7.3 and 7.4 adopted by the General Conference at its twenty-sixth session, was held at the International Conference Centre, Geneva, from 3 to 8 October 1994.

2. The Conference was attended by 128 Member States of UNESCO; three non-Member States; Palestine; 12 organizations of the United Nations system; nine other intergovernmental organizations; 36 international non-governmental organizations and one foundation. The 44th session of the Conference was attended, in all, by 736 participants, including 598 delegates among whom were 70 ministers and 27 vice-ministers of education, and 138 representatives and observers. (The list of participants is given in Annex XVII.)

3. The session was opened by the Honourable Ms Pat Atkinson, Minister of Education, Training and Employment, Province of Saskatchewan, and Head of the Delegation of Canada, the Member State which had ensured the chairmanship of the 43rd session. Ms Atkinson's opening remarks are reproduced in Annex I.

4. The Chairman gave the floor to Mr Federico Mayor, Director-General of UNESCO. The Director-General's address is reproduced in Annex II.

5. The Chairman then called upon Ms Martine Brunschwig Graf, State Councillor, Head of the Department of Public Education of the Republic and Canton of Geneva and Head of the Swiss Delegation. Ms Brunschwig Graf's address can be found in Annex III.

6. At this point, the Chairman asked Ms Attiya Inayatullah, Chairperson of the Executive Board of UNESCO, to speak on behalf of herself and the President of the General Conference of UNESCO. Ms Inayatullah's address is given in Annex IV.

7. The Chairman gave the floor to the Director-General who informed the Conference of the happy conjunction of circumstances that had resulted in the first International Teachers' Day being celebrated on the opening day of the Conference. The Chairman then called upon Mr Robert Harris, Executive Director for Intergovernmental Relations of Education International, to speak on behalf of the teachers. Mr Harris' address can be found in Annex V.

8. Moving on to item 1 of the revised provisional agenda, the Conference elected Mr Ivan Pilip, Minister of Education, Youth and Sports of the Czech Republic, as Chairman of the 44th session of the ICE by acclamation. Mr Pilip's opening remarks can be found in Annex VI.

9. The President of the IBE Council, Ms Ruth Lerner de Almea explained that, if the Chairman of the Committee of Governmental Experts became a member of the Bureau of the Conference, it would be necessary to suspend for this session Rule 4(1) of the Rules of Procedure of the ICE in order to increase the number of vice-chairmen from eight to nine, which would provide for an equal number of members from each electoral group to participate in the Bureau of the Conference. This proposal was accepted and the Conference then elected by acclamation the following Vice-Chairmen:

Mr Juan Martínez Cusicanqui (Bolivia)
Dr Robert Mbella Mbape (Cameroon)
H.E. Ms Wei Yu (China)
Mr Vilho Hirvi (Finland)
Mr Yves Brunsvick (France)
Mr Celestino Alfredo Tay Coyoy (Guatemala)
Dr Abdul-Amir Al-Anbari (Iraq)
Dr Ricardo T. Gloria (Philippines)
H.E. Prof. Dr Liviu Maior (Romania)
Mr Leonard Kitau Msaki (United Republic of Tanzania).

Professor Abdel Fattah Ahmed Galal (Egypt) was elected Rapporteur of the Conference by acclamation.

10. The Chairman introduced the revised provisional agenda (ED/BIE/CONFINTED 44/1 Rev.) which was adopted (see agenda).

11. The Chairman then gave the floor to Mr J.C. Tedesco, Director of the IBE and Secretary-General of the Conference, to explain the new organization of the Conference.

The monument 'Al Maestro'

12. At the end of the session on 5 October - International Teachers' Day - the Director-General asked the President of the Conference to invite Professor Elba Esther Gordillo (Mexico) to take the floor. She explained that, upon the initiative of Ambassador Joseph Naffah, Chairman of the CADMUS Foundation, a monument to honour the teacher had been erected in Mexico City, of which a scale model was exhibited in the meeting room. The Director-General invited Member States present to follow the same example.

Award of the Comenius Medal

13. The second award of the Comenius Medal took place on the evening of Wednesday, 5 October 1994. The Director-General and the Minister of Education, Youth and Sports of the Czech Republic, Mr Ivan Pilip, awarded the medal to outstanding personalities and institutions in the field of educational research and innovations. The award winners were:

Mr Paulo Freire of Brazil
Mr Petr Pitha of the Czech Republic
Ms Lourdes R. Quisumbing of the Philippines
The Centro de Estudios Educativos (CEE) of Mexico
The Forum of African Women Educationists (FAWE) of the Africa Region
The Higher Colleges of Technology System (HCT) of the United Arab Emirates
The Korean Educational Development Institute (KEDI) of the Republic of Korea
The South Australian Aboriginal Education Unit, Department of Education and Children Services of Australia.

B. Major debate I: Towards a culture of peace, human rights and democracy through education for all

14. This theme was introduced by Mr Federico Mayor, Director-General of UNESCO. Paragraphs 15 to 17 below are an abstract of Mr Mayor's address.

15. A culture of peace

We consider that peace requires us particularly to be able to include the excluded and to reach the unreachable - those who today are not being reached by our regular channels of education, cannot participate, cannot have access to knowledge, and do not count as citizens in a democracy. Therefore, for those who have 'missed the train' at the normal school age, we must try not only to offer them education, but to offer them lifelong education. Our programme of education for all must now be entitled 'lifelong education for all'.

Through education, science and culture, UNESCO, the intellectual arm of the United Nations, must build peace in the minds of men. This long-term process to prevent conflict can address the threats to global security at their very roots. To build peace means that we must incorporate in our everyday behaviour attitudes forged through the entire educational process in order to acquire a comprehensive, tolerant attitude, a sense of otherness, of knowing and respect for others.

We are not making an appeal for people always to agree or for uniformity. Divergence is essential and persevering in the maintenance of a position of disagreement can often be extremely important - but never violent. This is the message, particularly for young people: Yes, we disagree about so many things, but we never resort to violence. If you persevere in representing your views, you may finally succeed. We will help you to express yourself.

The Constitution of UNESCO says that economic and political arrangements are indispensable, but not sufficient. What really produces welfare is 'the intellectual and moral solidarity of mankind'. It also says in Article I.2(a): UNESCO must 'promote the free flow of ideas by word and image'. In this way, a central role is given to communication because education, knowledge and culture mean communicating with each other and establishing a dialogue. It is through this interaction that our behaviour is progressively shaped. Finally, a culture of peace means that we must behave in such a way as to defend our identity, while being aware of the identity of others. We must have a sense of 'regard sur l'autre', an otherness of vision, not only now, but concerning the generations to come.

How can we talk about sustainable development if we do not take into account the generations to come? This is our first ethical obligation. The General Conference of UNESCO in 1995 will discuss a declaration on the rights of the generations to come.

16. Education for all: after Jomtien

In Jomtien we agreed that education for all - particularly for those discriminated against, especially women and girls - is essential for different peoples to understand one another peacefully. Subsequently, in December 1993, the nine most populous developing countries of the world met in New Delhi, at the highest level, to declare that they must double their investment in education for all by the year 2000. I am happy to tell you that this Declaration now includes the signatures of nearly all the presidents or prime ministers of these nine most populous countries.

When we talk about education for peace, we usually start in the wrong way. We start by asking 'how much'? and then 'how'? I think it is essential that we should proceed in a logical way. First of all, education to do what? What kind of citizen, what kind of awakening of our creative potential? And then what? who? with whom? where? when? how?, and only finally how much?

Another point is the content of education for all. The democratization of education is not only a matter of all children and adults obtaining access to education in a lifelong process. What kind of education? What content? We must, of course, transmit our own language and identity; but we must also transmit universal values. Article 1 of the Declaration of Human Rights states that we are all equal and free. These then are the universal values that we must transmit in the learning process. The content of education therefore has two main facets: one at the national level; the second providing children with a vision that the world is one - or none. We are all in the same boat.

17. **Disarm history**

I have suggested at the last General Conference that we should disarm history. There are too many battles in history, too much power, generals and soldiers. We sometimes forget all those people whose creative capacity became a turning-point for their countries: the writers, artists and philosophers. In retrospect, we see that it is always the thinkers who have actually changed the world. It is they who have the unusual capacity to make breakthroughs. We must therefore provide our children and peoples with a different vision of history. We must tell them that the past is important, but only in order to better direct and design our future. The future is our best patrimony; this is our most important wealth.

As you know, next year is the International Year of Tolerance. At the same time, UNESCO is honouring two very important figures: Martin Luther King and Mahatma Gandhi, both of whom represented perseverance, but never violence.

The United Nations Secretary-General, Mr Boutros Boutros-Ghali, invited us two years ago to implement the 'Agenda for Peace' with its two objectives: to maintain and to construct peace. My wish, therefore, is that we can construct peace by means of education for all throughout the entire life-span, to disarm history, to forge the attitude of respect, admiration and, why not, love towards others, and to think about future generations. All of this constitutes a culture of peace.

18. Three broad interrelated themes or lines of emphasis emerged during the ensuing debate: the imperative of development; the need for community and solidarity; and the unique role which education is called upon to play.

19. **The imperative of development**

Most speakers remarked on the timeliness and relevance of the topic of the debate. Some of them referred to damaging ethnic conflicts and civil strife taking place at this time. Other speakers described the situation in their countries as a new opening towards democracy following a long period of political violence or dictatorship. One speaker stated that recent events in his country showed that 'democracy is always at risk'.

Many speakers considered that the continuing outbreaks of violence and intolerance in different parts of the world represented evidence of the deep-seated nature of the difficulties obstructing the way towards establishing a global culture of peace, human rights and democracy. Poverty and the unequal distribution of wealth in the world were recognized by many as the main causes of these difficulties. As one speaker affirmed: 'inequalities in wealth, not only at the international but also at the national level, are the breeding grounds of conflict'. One delegate,

nevertheless, referring to the problem of illiteracy in his region, considered that 'knowledge is more badly distributed in the world than wealth'. Still another delegate insisted that 'one cannot speak only of civil and political rights without also guaranteeing social and economic rights'.

There was therefore a broad consensus among delegates that efforts to establish a culture of peace, human rights and democracy would, in the words of one speaker, 'remain ineffective unless we can secure constant economic and social development on a global scale'. 'For peace in our time', proposed another, 'we need to strive collectively on two fronts: inclusion of all human beings in socio-economic development and exclusion of the prejudices, the hatred, the bias and the complexes arising from differences in colour, race, language or religion'. Several delegates evoked the problems of external debt and structural adjustment facing many developing countries.

20. **Community and solidarity**

The easing of global political tensions, it was noted, improved the prospects for development. The increasing interdependence of all nations was also a favourable factor: 'In the present age of instantaneous telecommunications, globalization of economies, and the "global village"', it was suggested, 'policies based on sectarian perceptions, hatred or fear are anachronistic'. In the same vein, it was observed that, 'just as the planetary environment is one, so is human nature. It is different cultures that define the moral and emotional micro-climates of our global community. And it is time for nations to work together to find common strategies and common methods in an effort to create a planetary culture of peace, human tolerance and openness to change'. 'To build a culture of peace is to build a community of caring and respectful citizens who enjoy living together', suggested one speaker. 'The full and harmonious development of the human personality, and the cultural, political and economic development of each society', declared another, 'are the ways leading to international understanding and thus to living in peace in mutual respect and solidarity'.

21. **The role of education**

Peace, human rights and democracy had to be 'nurtured' or 'cultivated', they did not just happen, the delegates who participated in the debate agreed. 'We refer to a deliberate, constructive process carried out intensively over a long period of time to generate a coherent set of meanings, feelings, values and incentives for action', said one speaker.

In fact, for the majority of delegates the nurturing or cultivation of values conducive to peace, human rights and democracy represented an essential challenge for education. 'We now find ourselves in a situation in which many people feel uncertain about the old traditional values', observed one delegate. 'While a high degree of individualization and the exercise of individual freedom can encourage people to participate in society and assume a share of responsibility, it also carries the risk that people no longer feel part of society, or can no longer find their bearings'.

To some delegates it was apparent that the demands being placed upon education had evolved since 1974 when the Recommendation on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms was adopted. 'In 1974', observed one delegate, 'member nations were urged to adopt guiding principles which were expressed in terms like "understanding", "awareness" and "abilities". This year, the Declaration and the Draft Integrated Framework of Action are rich in terms like "culture of peace", "caring citizens", "ethics and values", "appreciation" and "moral education" ... Our emphasis is no longer on cognitive learning alone, but on affective and behavioural learning as well'. This emphasis was evident in the contributions of the majority of speakers in the debate.

At the conceptual level, one line of emphasis that emerged from delegates' interventions was 'education for citizenship' and the related theme of 'education for civil society'. One speaker asked the questions: 'Education for international understanding, does it not first consist of the learning of citizenship, which is based on both the acknowledgement of certain values and the acquisition of knowledge, and really putting them into practice? An education for citizenship based on human rights and democracy, does it not in fact aim towards the development of a culture of peace? At the dawn of the twenty-first century, should it not be built on wider geographical and cultural perspectives than just those of the frontiers of our States? Finally, in a democracy, how can it not take into account the plurality of beliefs, opinions and systems, while at the same time forging in each citizen the adhesion to common rules founded on universal values?'

Another line of emphasis that was stressed, particularly by delegates from large multi-ethnic/multilingual States, was education for nation-building and the creating of national solidarity. However, this policy is also guided by a principle of a just and civilized humanity. Several speakers referred to the importance of providing for the teaching of indigenous and minority languages in the interests of fostering national unity and solidarity and countering exclusion.

At a practical level, the main focus of comment during the debate was the school and related questions concerning curricula and teachers. Delegates' views on the role of the school in inculcating values and attitudes were nuanced: some considered it to be fundamental, others stressed that agencies of socialization outside the school, for example the home and the media (especially television), also were important. Delegates agreed none the less that the responsibility falling on those involved in education was unavoidable. The role of the teacher, in particular, was recognized as crucial.

The teaching of foreign languages was mentioned by many speakers as an effective practical means by which education could contribute to international understanding, and some speakers reported a trend in their countries to link this more closely with the teaching of other countries' histories, geographies and cultures. UNESCO's Associated Schools Project (ASP) was mentioned by a number of speakers as an example of how schools themselves could co-operate internationally for the purposes of increasing international understanding.

Several delegates from countries with large numbers of illiterate adults and out-of-school children referred to the advantages of non-formal education.

C. Major debate II: Presentation by region of the general theme of the ICE

22. This part of the debate was introduced by the five chairmen of the regional preparatory meetings to the ICE. The work of these meetings consisted essentially in examining the Draft Declaration and the Draft Integrated Framework of Action and in providing their opinion about the 1974 Recommendation on International Education.

23. Europe

Mr P. Luisoni, Assistant to the Secretary-General for International Relations of the Swiss Conference of Cantonal Directors of Public Education, Chairman of the European Consultation, presented the conclusions of the meeting that had taken place in Strasbourg in co-operation with the Council of Europe and the French National Commission for UNESCO. The European experts wanted the Declaration to be brief, substantial and political in content. The Framework of Action should serve as a guide for action and express the main ideas of the Declaration in practical and concrete terms. The regional group meeting in Strasbourg clearly stated that the two texts are inseparable and should not only display an internal coherence, but should complement each other as

well. As for the 1974 Recommendation, the group considered that it should be kept in its present form, being neither revised nor rewritten. It would remain as a reference tool, having become, in a way, a historical document. The two texts arising out of this 44th session should, in fact, replace it as an up-to-date instrument.

What message would the European consultation like to transmit to the ICE? Despite all our efforts, we are still far from an acceptable reality. Everywhere, in each of our countries, evidence of intolerance, racism and xenophobia lives on. Have we failed? No, not really! Rather, we have simply not yet succeeded! We have not yet succeeded because:

democracy is fragile, in both new and old democracies;

true democracy does not just happen: it is the result of an effort of will-power, the outcome of a long, slow, patient process beset with hurdles, an ongoing process of peaceful conquest;

democracy does not consist of a single model, made once and for all and transferable 'ready for use';

we have not yet made enough effort.

We may not yet have succeeded, however we have no alternative but to succeed. While education may not be the universal panacea, it can accomplish a great deal, despite what is called the 'educational paradox': there is a pressing need to undertake immediate action, yet the impact of this action will only be felt in the long term.

24. **Latin America and the Caribbean**

The report of the Latin American and Caribbean Group, which had taken place in UNESCO's Regional Office in Santiago, was presented by Mr R. Allard Neumann, Chief of the Higher Education Department of the Chilean Ministry of Education. The group formulated several proposals in favour of strengthening education for peace, human rights and democracy:

particular importance should be given to classrooms, as privileged spaces for promoting the values of peace, tolerance, human rights, understanding and respect of others;

stepping up the modernization of the management of educational institutions;

confronting the discontinuity of traditions between generations and the decline of affective components which characterize Latin American families;

ensuring a balance between the civic aptitudes developed by the school and knowledge and skills required by the productive sector;

promoting ethical values in order to satisfy the basic needs of the human being at the same time as defining policies and strategies for economic modernization and transformation;

paying special attention to the intercultural dimension of education and including discussions about moral issues in the curriculum.

This group stressed the need to concentrate on training teachers and teacher trainers.

25. **Asia and the Pacific**

The outcomes of the regional preparatory meeting for Asia and the Pacific (Tagaytay City, Philippines) were presented by its Chairman, Ms L.R. Quisumbing, Secretary-General of the UNESCO National Commission of the Philippines. This meeting suggested that the 1974 Recommendation should not be revised, but should be regarded in its historical context. It further suggested that the drafts of the Declaration and the Integrated Framework of Action be screened for consistency in referencing international understanding, human rights, democracy and sustainable development and that the conceptual framework upon which both documents are based be described explicitly. The outcomes of education should refer consistently to knowledge, values, skills and action; and both documents need to be checked to ensure the inclusion of 'action'.

Affirming the indivisibility of peace, human rights, democracy and sustainable development, the meeting believed that education remains the most powerful force in developing international understanding and a commitment to positive action.

The meeting also recommended that an Asian and Pacific network be formed, within the aegis of UNESCO/PROAP, consisting of institutions and individuals interested in promoting the goals of education for international understanding, peace, human rights, democracy and sustainable development.

26. **Arab States**

The preparatory meeting in the Arab States had taken place in Tunis under the chairmanship of Mr Taieb Al-Baccouche, member of the Board of Administration of the Arab Institute for Human Rights. The meeting concluded that peace, democracy and human rights, which are the main concepts of the Draft Integrated Framework of Action, need to be more adequately defined taking into account the specificity of the countries of the South, including the Arab region. Participants expressed their belief in the presence of an organic link between human rights, human needs, the material and moral aspects of mankind's well-being and people's lives. They also pointed out the close link between the socio-political system as a whole and the education system. Participants also remarked that educational curricula and some teachers sometimes disseminate values that are, at the very least, very far from the spirit of tolerance and the acceptance of others. The emphasis on specificity, sometimes used by some governments as a pretext for the violation of the rights of its citizens, calls for revealing the harmony existing between Arab culture and the content of human rights.

Participants welcomed the formulation of the Draft Declaration, the nature of the commitments incorporated in it and the idea of the Declaration itself. As regards the 1974 Recommendation on international understanding, the participants agreed 'to suffice themselves with the 1994 Declaration that will be issued by the ICE and the Integrated Framework of Action in Education for Peace, Human Rights and Democracy for they fulfil the new needs in this sphere'.

27. **Africa**

The African regional meeting took place at UNESCO's Regional Office at Dakar, Senegal, under the chairmanship of Ms A. Bah Diallo, Minister of Education of Guinea. During the meeting, general questions associated with peace, human rights and democracy were discussed at length. The participants considered that these problems exist in Africa mainly as a result of widespread poverty, the decline in traditional values, and a marked tendency towards internal conflicts. Other possible causes for the violation of human rights mentioned were religious extremism, unemployment among the young, the exclusion of the majority of the population from the decision-making process, the

lack of information and methods of communication, the rapid growth of the population and the lack of resources to confront the resulting problems. The participants accepted that African education systems are not sufficiently equipped to deal with the problems of violence, intolerance and political unrest.

It was proposed that curricula should be enriched by incorporating objectives, content, methods and materials promoting human rights and democracy. Such educational content should include civic education, history and national languages. Non-formal and informal structures must be fully utilized since they make up the main means of education in Africa.

The group concluded that, despite the crisis of values in Africa, the claims of peace, human rights, democracy and international understanding were justifiable and that stress should be laid on international co-operation within Africa.

28. **The general debate**

During the debates which followed the presentations by the chairmen of regional preparatory meetings, many speakers mentioned regional and national measures, such as the revision of textbooks, particularly history textbooks, and the promotion of regional and foreign languages. A Latin American delegate noted that many frontiers were artificial and fell across lands where indigenous populations spoke local languages. Bilateral and multilateral co-operation could employ common curricula based on the learning needs for these populations on both sides of the frontier. In another case, there was an exchange of teachers in countries with a long common border.

A number of speakers reminded delegates that democracy may assume different forms and no nation or region has a monopoly. Some others described specific difficulties faced by their countries involved in the transition from one-party totalitarian regimes to a pluralistic society and the market economy.

UNESCO and its Regional Offices were requested to increase their support in favour of education for international understanding, particularly through such measures as the Associated Schools Project. A proposal was made to create a regional learning television network and to connect it with UNESCO's data base. Another proposal was to create a special UNESCO prize for the authors of the best textbooks.

D. Major debate III: Educating for mutual understanding and tolerance

29. The Chairman of the Conference introduced the Guest of Honour, Mr James Grant, Executive Director of UNICEF, who conducted this debate. The abstract of his introductory statement is presented in paragraphs 30 to 32.

30. **The present situation**

The linkage between education and peace is obvious. While history unfortunately tells us that education is no guarantee against hatred and war, we in the development and education communities know that nations built on the foundation of an educated populace are more likely to develop in peace, tolerance and diversity.

But in many developing countries, and in parts of the industrial world as well, education systems are in trouble. They are in trouble because education budgets have been slashed and there are not enough schools, classrooms, teachers or books. They are in trouble because they still do not provide access to millions of children. They are in trouble, too, because so often the education that

is provided is poor in quality, or is not relevant, or is unresponsive to the real-world constraints faced by children of poor families. Education systems are in trouble especially because they do not provide access to girls; they do not attract, retain and empower the women of tomorrow.

Statistics have shown the significant progress made in basic education in the 1960s and 1970s, followed by the slowing down and even reversal of that progress in many countries in the 1980s. Today, about a fifth of the world population - over a billion people - are illiterate, of whom two thirds are women. About 130 million school-age children are not in school - again, two thirds of them girls. About half the children who started school in 1990 are expected to drop out before completing the primary level - once more, a significant number of them are girls.

The Convention on the Rights of the Child upholds education as a fundamental human right and requires States to provide every child with a free basic education. Adopted by the United Nations General Assembly in 1989, the Convention has since been ratified by some 166 countries, and is well on its way to becoming the first universal law of humankind - hopefully by 1995, year of the United Nation's fiftieth anniversary, as called for by last year's World Conference on Human Rights in Vienna.

31. **Primary schooling**

Following the 1990 World Conference of Education for All in Jomtien (Thailand) many nations began to give greater priority to universalizing primary education. Figures for 1992 suggest that the proportion of the developing world's children now completing at least four years of primary schooling has reached 71 per cent. New commitments have been made by the presidents or prime ministers of nine of the most populous nations of the developing world.

Building on the World Summit for Children, the Earth Summit and the Vienna Conference on Human Rights, the recent International Conference on Population and Development in Cairo produced a landmark Programme of Action which places the empowerment of women at the centre of global strategies for sustainable human development. Basic education and literacy are identified as key elements needed for such empowerment. The Programme of Action commits governments and donors to specific, time-bound goals in education, especially for girls.

Clearly, the issue of funding for basic social services - and basic education above all - must be resolved on the road to Copenhagen, where the World Summit for Social Development will be held in March 1995, and on our way to Beijing, where in September 1995 the Fourth World Conference on Women will take place.

That is why the '20/20 Initiative' for funding basic social services put forward by UNESCO, UNDP, UNFPA and UNICEF deserves urgent consideration. This proposal - for a $30 billion to $40 billion annual increase in funding for basic social services, including education - envisages the developing countries themselves providing two thirds of the increase and the rest from the donor community.

32. **Education for peace**

Education - formal and non-formal, institutional and family-based - is the key to preventing conflict and intolerance. Over the past Decade, a formidable body of experience and research has shown that peaceful coexistence can be learned, conflict resolution skills can be taught, values of peace and tolerance encouraged, and viable models of co-operation replicated. Education for peace, development, conflict resolution and mediation have emerged as disciplines that are no longer peripheral or a luxury.

And I am not talking only about war-torn or poor countries; there is an equally urgent need to reach children and young people in the industrialized countries, where racism, xenophobia, intolerance and hatred have reappeared to a frightening extent.

In fact, this work must be global, for as the communications revolution transforms the world into a single community, everyone must come to understand that they are affected by what happens elsewhere and that their lives, too, have an impact. Solidarity is a survival strategy in the global village.

Where the fabric of communities and nations is rent apart by armed conflict, hatred and prejudice, education must be protected and rehabilitated. It is as vital as health care, as necessary as food and shelter. For education, even in the most rudimentary form, provides children with a sense of normalcy and continuity, and eases the trauma they have experienced. Education plants the seeds of reconciliation.

What is unique and exciting about this century is our new capacity to meet the basic needs of all, a capacity giving rise to a new ethic which says that we must extend the benefits of modern civilization to all. I do not believe that these benefits are only material things - food, medicine and clean water. These things are necessary for survival, of course, but what makes us human is the ability to love, the ability to create, and the ability to shape our own destiny. Development, if it is to be sustainable, must be human in this simple and terribly important way.

33. The need for solidarity amongst the nations as a response to their growing interdependence was, perhaps, the idea most frequently developed during the following debate. As one delegate said, 'no one country can alone settle numerous problems, such as human rights, poverty, illiteracy, health, housing, environmental protection, democracy and justice'. In this connection, the fundamental role of education in development was stressed. In order to become the driving force of development, education for peace, human rights and democracy should combine the best elements from the national and international cultural heritage. As one delegate said, 'we need to absorb the positive ingredients of Western thinking which underline individual development and individual values, and at the same time, we should also continue to uphold the sense of social obligations and spirit of selfless sacrifice for the nation which is typical of the oriental tradition, so as to reach a rational harmony between individual development and social development, individual values and collective values'.

Many participants stressed the need for tolerance to be learned and practised daily as peace and democracy are very fragile. It was also noted that democratic culture was vulnerable to extremists who were suspicious of 'otherness' and shut themselves off from education behind the barriers of racism, religious fanaticism and aggressive nationalism. As one speaker said, 'Peace and tolerance cannot be imposed by law and are not learned during a course of lectures; they only live and exist when they are practised daily'. Another speaker criticized the current educational practices which in his opinion 'missed the fundamental objective of education, that is learning for understanding of things and values ... Knowing about other peoples and groups can help greatly but cannot be a substitute for knowing the values of peoples and groups'.

Teachers needed to be trained to inculcate education for mutual understanding and ethics. It was absolutely necessary that teachers themselves were convinced about the ethics of tolerance so that they themselves would not accept violence.

Many interesting examples of innovative projects to promote values education and tolerance were presented.

E. Major debate IV: Education for the twenty-first century

34. The Guest of Honour for this major debate, Mr Jacques Delors, Chairman of UNESCO's Commission on Education for the Twenty-First Century, made the introductory remarks, which are summed up in paragraphs 35 and 36.

35. Analysing the situation

More than 20 years after the publication of the report 'Learning to be' by the Commission chaired by Edgar Faure, the International Commission on Education for the Twenty-First Century was impressed from the outset by the diversity of educational situations in the world. This observation is not new, but it implies considerable difficulties when it is a matter of conducting an overall analysis and putting forward recommendations acceptable to all at the political and philosophical levels. We therefore asked ourselves about the principal changes that have taken place since the publication of the report 'Learning to be'. Four new elements seemed to us particularly significant for the future:

1. The first element could be described as the phenomenon of globalization which is affecting the world to such an extent that those who reject it will be condemned to decline or to war, a war which in any event they cannot win. We are moving, even if the idea is sometimes denied, towards a sort of global village or, in other words, towards an interdependent world where anything that takes place in one place cannot be ignored by the remainder of humanity. This does not rule out diversity, nor does it mean uniformity, whether in ways of life, patterns of consumption or use of leisure time. We should simply be aware that everything - whether goods, information or people - will circulate more rapidly.

2. The second element of change consists of the evolution of exchanges between the North and the South. The fundamental difference between the discussions of 20 years ago and the present is that there is no longer one South but several, each with a different level of development and with varying degrees of achievement.

3. To my mind the end of the Cold War represents a third element of change in the world. Every country has been affected, because the ideologies embodied by the two sides had infiltrated the whole world. At one stroke, situations and guiding ideas have been called into question and, as a result, we are living through a major ideological vacuum.

4. Finally, it seems to us that the growing importance of information should also appear among the major influences affecting our future.

These new elements have clarified our thinking and broadened our vision of education, whose role is not simply to create qualified workers, but consists essentially of producing male and female citizens.

On the other hand, education is confronted with a multitude of demands to be satisfied: (a) those of economic and social development; (b) those of active international solidarity; but also (c) those of an ethical nature: the search for meaning becomes overwhelming; it leads to the need to use freedom in a profitable way and no doubt a key message for the next century is that individuals will be required to establish the limits of their own freedom.

From these three demands and based on the principal changes that we have observed, we come into contact with a certain number of traditional themes that I will briefly recall:

The relationship between education, work and employment represents the first of these themes. People who do not understand themselves, do not understand the environment in which they live, cannot be reliable participants in economic life, whether as labourers, workers, engineers or technicians. Understanding is more important than skills.

Education is also confronted with the evolution of science. While, until recently, scientific progress was the foundation of a general belief in the progress of humanity, today it is the subject of numerous reservations of an ethical nature. Education is a producer of science, but it should also allow mankind to be the master of science.

Finally, education occupies an essential place in the life of the community. Beyond a reflection on citizenship, we put forward the idea of an active society in which individuals have a sense of freedom, but also one of responsibility. There will be no progress for mankind without an awareness that each one of us has for their freedom and their responsibility, whether in their community, their nation or in the world.

36. **Education tomorrow**

We will attempt to deepen this reflection on personal fulfilment in order to better identify the central theme that the Director-General has asked us to examine: tomorrow, can education become a factor of integration and peace? There are a fair number of questions that we are asking ourselves. Do forms of integration exist that accept diversity? Is social cohesion linked to the strong pressure exercised on individuals, either by a public institution or society itself? How can we guarantee respect for diversity, whether diversity of behaviour, or diversity in philosophical or religious beliefs? Today these questions can be asked with more pertinence than ever before, since some people consider that they can impose on us a conception of the world based on their sacred faith.

These are the concepts that are guiding our work. Are we apt to answer such questions? Today I cannot be certain, but I would like to take advantage of this opportunity to attempt to share with you my double faith: my faith in education as a factor of improvement, to varying degrees, in interpersonal relations, relationships within societies, relationships between nations; and my second faith is in the role of international organizations to convey into a universal conscience the most commendable ideas, which will be increasingly oriented towards the understanding of others.

37. Following the statement by Mr J. Delors, an extremely rich debate ensued raising a very large number of issues about education for the future. Discussing the situation in the world at the dawn of the twenty-first century, some delegates expressed a degree of pessimism. As one of them said: 'The major scientific discoveries and technological advances of the twentieth century resulted in more dark shadows than blazing light ... Our education has failed because it was not based on any kind of highly integrated or profoundly ethical approach. All attempts at reforming or enriching teaching curricula are evidence of this since they were designed to overcome these shortcomings'. At the same time, as another delegate emphasized: 'the end of this century is dominated by a new belief in education and knowledge. It is a basis for the personal development and for the development of the welfare of our society as a whole. Education and knowledge are seen as the main basis for change, innovation and growth in society'. Still another delegate, referring to the devastating effects of two world wars, concluded: 'As the twentieth century draws towards its end, we see more than a glimmer of hope - the lessons seem to have been learnt. However, we cannot turn a blind eye to menacing signs of re-emerging violence and racism - anti-immigrant, anti-semitic, anti-democratic - there is still hellish fire in that volcano which seems to have died out years ago. It is incumbent on all educators to lead future generations away from the brink of the volcano'. Deliberating on the role of education in the construction of tomorrow's world, one delegate

expressed the prevailing opinion: 'Perhaps the physical frontiers dividing nations will not wither in a hurry, but education can dismantle the walls in our minds'.

38. Speakers were unanimous about the absolute necessity of education having a more humane and humanist aspect and, in this way, the ethical and moral dimensions should be strengthened. In the words of one delegate, 'we will soon enter the century of constructive science, of international understanding and of equality among peoples, marked by the development of moral and ethical values; there is an absolute necessity for a spiritual and moral renaissance for which education should assume an increased responsibility'. A lively discussion took place on the subject of common values for education. As one participant noted: 'Faced with the risk of a cataclysm, the international community is obliged to provide itself with a universal ethic which should redefine relationships between man and nature, relationships between human beings, relationships between man and the divine, and relationships between man and science'. According to this speaker, these values will arise through a consensus resulting from a dialogue between all civilizations.

In the opinion of several delegates, the school of the future should seek a balance between its role as an instrument of social integration and the agent of a universal vision such as that of seeing the world as a 'global village'. 'At the dawn of the twenty-first century', asked one delegate, 'should not education be built on larger geographic and cultural entities, going beyond the frontiers of our States?' His reply was as follows: 'While the school is and remains the heart of the nation, it must nevertheless be open to the rest of the world'. However, several delegations warned of the danger of basing a new form of citizenship on the values and knowledge belonging to a particular culture or found in particular parts of the world. 'Through education we aim, on the one hand, to strengthen the cultural identity and specificity of our people while, on the other hand, we aim to create the ability to see the world in its unity within its diversity.' This statement would seem to make an adequate summary of the discussions.

39. The need for a new educational philosophy became clear in the discussions. According to one delegate, this philosophy should sacrifice neither society nor the individual; in other words, it should pursue socio-economic and humanist objectives at the same time. Expounding his concept of this philosophy, this delegate considered that 'knowledge will remain its principal parameter ... But greater importance should be given to learning methods and the rationalization of knowledge. The artificial rupture between training and active life should be called into question ... A new balance must be found between traditional know-how and new knowledge indispensable to survive in the modern world. We should be aware of the narrowing of the interdependence between the school and society'. In the opinion of this delegate, 'humanist education, adapted to our epoch, should seek a just balance between a scientific culture and a literary humanist culture' for 'without a scientific culture we will be totally isolated in our own era, and without a literary culture we will be isolated from our past, cut off from the wisdom of our ancestors'. He also denounced what he called 'the utilitarian temptation', in other words, 'to keep the know-how for which we see the practical applications and to remove from education anything which appears to be gratuitous, intellectual luxury, clever or profoundly thoughtful, in other words, anything that would raise mankind above its economic and social reality'.

In support of a humanist, ethical and moral approach for education in the future, several delegates and observers mentioned, for example, 'the intellectual and moral edification of each child as the school's primary goal', 'lifelong training with the double dimension of a vocation and citizenship', and of the need for the school 'not to limit itself to fulfilling social and economic functions' but to provide 'guidelines for morality and social behaviour'.

40. Various characteristics of education in the future, as presented in the discussions, can be summarized as follows: it should contribute to reducing inequalities, strengthening scientific and technological development, contributing to the fulfilment and development of individuals and nations, consolidating democratic values and showing children how to defend them, ceasing to promote social unrest, and preparing children to overcome new problems; to sum up, this type of education should make the development of the human being the task of the entire educational process, a task which should be conducted with the close involvement of all of society's institutions, particularly the family, the community and the mass media.

F. Closing ceremony

41. The Chairman of the Conference requested the Rapporteur, Mr Abdel Fattah Galal, to present the conclusions of the work of the Conference. The main lines of the Rapporteur's report have already been reflected in this text.

42. The Chairman of the Conference then invited the Chairman of the Committee of Governmental Experts, Mr Yves Brunsvick, to present the outcomes of its work.

43. Ms R. Lerner de Almea, President of the IBE Council, informed delegates of the initiative taken by the IBE Council, addressed to and accepted by the Bureau of the Conference, that it establish a working group in order to examine the text of the Draft Integrated Framework of Action and to produce an amended text. The Chairman of the Working Group, Mr P. Whitney (Australia) then presented the report.

44. At the suggestion of the Chairman, the Conference adopted by acclamation the Declaration and took note of the Draft Integrated Framework of Action. It then adopted the resolution.

45. The Chairman of the Conference gave the floor to the Director-General, Mr Federico Mayor, for his closing address. The Director-General's address is appended in Annex VII.

46. Following the Director-General's address, the Chairman of the Conference gave the floor to Ms M. Brunschwig Graf, State Councillor, Head of the Department of Public Instruction of the Republic and Canton of Geneva, Head of the Swiss Delegation (see Annex VIII).

47. The Chairman then made a brief address before announcing the closure of the Conference. The Chairman's closing remarks are appended in Annex IX.

PART II

WORK OF THE COMMITTEE OF GOVERNMENTAL EXPERTS
(3-4 October 1994)

1. The first meeting of the Committee of Governmental Experts was opened by the President of the IBE Council, Ms Ruth Lerner de Almea, who recalled that the work of the Committee would consist of the examination of the preliminary Draft Declaration, the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy, as well as the evaluation of the implementation and consideration of the possible updating of the 1974 Recommendation.

2. The Bureau of the Committee of Experts was composed of the following members:

Chairman:	Mr Y. Brunsvick (France)
Vice-Chairmen:	Mr R. Allard (Chile) Mr D. Chemetov (Belarus) Mr N. Constantine (Lebanon) Mr V. Tunsiri (Thailand)
Rapporteur:	Mr T. Ndikumana (Burundi).

3. Over 100 comments on the preliminary Draft Declaration and over 300 on the Draft Integrated Framework of Action were submitted to the Committee for examination. They were presented in the form of two recapitulatory tables prepared by the Secretariat. However, several countries (16 for the Draft Declaration and 19 for the Draft Framework of Action) had sent in their comments well after the agreed deadline (15 September 1994), which created considerable difficulties for the work of the Committee.

4. The Committee of Experts reached consensus on the general principles concerning the function of the Declaration and the Framework of Action, as well as the links between them. The Declaration was to be conceived as a political text, whereas the Framework of Action was to represent the main lines along which Member States could establish their strategies, policies and plans of action, with a view to promoting education for peace, human rights and democracy, taking into account the specific characteristics of each State.

5. In order to facilitate examination of the Draft Declaration, the Committee set up a working group composed of three representatives from each region, under the chairmanship of Mr A. Chiba (Japan).

6. The debates in the working group and in the Committee of Experts ran into considerable difficulties relating mainly to the wording of preambular paragraph 1(a) of the Declaration. Several delegations proposed adding to the list of factors arousing concern, 'terrorism in all its forms' and 'violence exerted in the name of religion'. However, one delegation expressed reservations concerning the reference to 'terrorism' because, in its view, there was no definition of that term acceptable to all States in the international instruments. Another delegation objected to the reference to 'violence exerted in the name of religion'. After a long and arduous process of negotiation and consultation, consensus was reached on the wording of paragraph 1(a) and on the text of the Declaration as a whole.

7. During the debate on the Draft Integrated Framework of Action, it was emphasized that the strategies of action for the realization of human rights should take into consideration the historical, cultural and religious specificity of various countries. The crucial role of the mass media in fostering principles and values of education for peace, human rights and democracy was discussed at length. Keeping in mind the important changes made with regard to the provisions of the Declaration dealing with the improvement of curricula, textbooks and other teaching materials, several Member States noted the necessity of ensuring the appropriate modifications in the corresponding paragraphs of the Framework of Action.

8. Despite a fruitful exchange of views, the Committee of Experts was not able to complete the work on the Draft Integrated Framework of Action, on account of lack of time and the complexity of the task to be accomplished. In order to achieve that task, the IBE Council decided to propose to the Bureau of the Conference that a working group be set up immediately. That proposal was accepted and a working group composed of three representatives of each region was established under the chairmanship of Mr P. Whitney (Australia).

9. The Committee approved the text of the resolution concerning the 1974 Recommendation.

PART III

DOCUMENTS ISSUED BY THE CONFERENCE

A. Declaration of the 44th session of the International Conference on Education

1. We, the Ministers of Education meeting at the 44th session of the International Conference on Education,

Deeply concerned by the manifestations of violence, racism, xenophobia, aggressive nationalism and violations of human rights, by religious intolerance, by the upsurge of terrorism in all its forms and manifestations and by the growing gap separating wealthy countries from poor countries, phenomena which threaten the consolidation of peace and democracy both nationally and internationally and which are all obstacles to development,

Mindful of our responsibility for the education of citizens committed to the promotion of peace, human rights and democracy in accordance with the letter and spirit of the Charter of the United Nations, the Constitution of UNESCO, the Universal Declaration of Human Rights and other relevant instruments such as the Convention on the Rights of the Child and the conventions on the rights of women, and in accordance with the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms,

Convinced that education policies have to contribute to the development of understanding, solidarity and tolerance among individuals and among ethnic, social, cultural and religious groups and sovereign nations,

Convinced that education should promote knowledge, values, attitudes and skills conducive to respect for human rights and to an active commitment to the defence of such rights and to the building of a culture of peace and democracy,

Equally convinced:

of the great responsibility incumbent not only on parents, but on society as a whole, to work together with all those involved in the education system, and with non-governmental organizations, so as to achieve full implementation of the objectives of education for peace, human rights and democracy and to contribute in this way to sustainable development and to a culture of peace;

of the need to seek synergies between the formal education system and the various sectors of non-formal education, which are helping to make a reality of education that is in conformity with the aims of the World Declaration on Education for All, adopted in Jomtien;

of the decisive role that also falls to non-formal educational organizations in the process of forming the personalities of young people.

2. *Strive resolutely*

2.1 to base education on principles and methods that contribute to the development of the personality of pupils, students and adults who are respectful of their fellow human beings and determined to promote peace, human rights and democracy;

2.2 to take suitable steps to establish in educational institutions an atmosphere contributing to the success of education for international understanding, so that they become ideal places for the exercise of tolerance, respect for human rights, the practice of democracy and learning about the diversity and wealth of cultural identities;

2.3 to take action to eliminate all direct and indirect discrimination against girls and women in education systems and to take specific measures to ensure that they achieve their full potential;

2.4 to pay special attention to improving curricula, the content of textbooks, and other educational materials, including new technologies, with a view to educating caring and responsible citizens, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means;

2.5 to adopt measures to enhance the role and condition of educators in formal and non-formal education and to give priority to pre-service and in-service training as well as the retraining of educational personnel, including planners and managers, oriented notably towards professional ethics, civic and moral education, cultural diversity, national codes and internationally recognized standards of human rights and fundamental freedoms;

2.6 to encourage the development of innovative strategies adapted to the new challenges of educating responsible citizens committed to peace, human rights, democracy and sustainable development, and to apply appropriate measures of evaluation and assessment of these strategies;

2.7 to prepare, as quickly as possible and taking into account the constitutional structures of each State, programmes of action for the implementation of this Declaration.

3. *We are determined to increase our efforts to*

3.1 give a major priority to children and young people who are particularly vulnerable to incitements to intolerance, racism and xenophobia;

3.2 seek the co-operation of all possible partners who would be able to help teachers to link the education process more closely to real social life and transform it into the practice of tolerance and solidarity, respect for human rights, democracy and peace;

3.3 develop further, at the national and international levels, exchanges of educational experiences and research, direct contacts between students, teachers and researchers, school-twinning arrangements and visits, with special attention to

experimental schools such as UNESCO Associated Schools, to UNESCO Chairs, educational innovation networks and UNESCO Clubs and Associations;

3.4 implement the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, June 1993) and the World Plan of Action on Education for Human Rights and Democracy adopted at the International Congress on Education for Human Rights and Democracy (Montreal, March 1993), and make the internationally recognized instruments in the field of human rights available to all educational establishments;

3.5 contribute, through specific activities, to the celebration of the United Nations Year for Tolerance (1995), and particularly to the inauguration, on the occasion of the fiftieth anniversary of the United Nations and UNESCO, of the celebration of the International Day for Tolerance.

Consequently, we, the Ministers of Education meeting at the 44th session of the International Conference on Education, *adopt* this Declaration and *invite* the Director-General to present to the General Conference a Framework of Action that allows Member States and UNESCO to integrate, within a coherent policy, education for peace, human rights and democracy in the perspective of sustainable development.

B. Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy[1]

I. Introduction

1. This Integrated Framework of Action for Education for Peace, Human Rights and Democracy is intended to give effect to the Declaration adopted at the 44th session of the International Conference on Education. It suggests basic guidelines that could be translated into strategies, policies and plans of action at the institutional and national levels according to the conditions of different communities.

2. In a period of transition and accelerated change marked by the expression of intolerance, manifestations of racial and ethnic hatred, the upsurge of terrorism in all its forms and manifestations, discrimination, war and violence towards those regarded as 'other' and the growing disparities between rich and poor, at international and national levels alike, action strategies must aim both at ensuring fundamental freedoms, peace, human rights, and democracy and at promoting sustainable and equitable economic and social development, all of which have an essential part to play in building a culture of peace. This calls for a transformation of the traditional styles of educational action.

3. The international community has recently expressed its firm resolve to provide itself with instruments adapted to the current challenges in the world in order to act in a concerted and effective way. The Vienna Declaration and Programme of Action for Human Rights adopted by the World Conference on Human Rights (Vienna, June 1993), the World Plan of Action on Education for Human Rights and Democracy adopted by the International Congress on

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[1] The ICE took note of this Draft, in accordance with 27 C/Resolution 5.7 of the General Conference, and invited the Director-General of UNESCO to undertake, in due course, appropriate consultation with regard to the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy, and to submit it through the Executive Board to the twenty-eighth session of the General Conference.

Education for Human Rights and Democracy (Montreal, March 1993), and the Associated Schools Project Strategy and Plan of Action 1994-2000 are, in this respect, attempts to respond to the challenges of promoting peace, human rights, democracy and development.

4. Taking inspiration from the Recommendation on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, this Framework of Action seeks to suggest to Member States and international governmental and non-governmental organizations an up-to-date and integrated view of problems and strategies concerning education for peace, human rights and democracy. It was drawn up at the request of the General Conference at its twenty-seventh session, taking into account existing action plans, and its purpose is to enhance their practical relevance and effectiveness. The idea then is to draw on accumulated experience in order to chart new directions for the education of citizens in every country. The Framework of Action accordingly identifies principles and objectives of action and formulates proposals for the consideration of policy-makers within each State and for co-operation between countries on the basis of the commitments contained in the Declaration, to which it is closely linked. It also attempts to bring together into a coherent whole the various measures aimed at defining study topics, realigning education at all levels, rethinking methods and reviewing teaching materials in use, stimulating research, developing teacher training and helping to make the education system more open to society by means of active partnership.

5. All human rights are universal, indivisible, interdependent and interrelated. The strategies of action for their implementation must take specific historic, religious and cultural considerations into account.

II. Aims of education for peace, human rights and democracy

6. The ultimate goal of education for peace, human rights and democracy is the development in every individual of a sense of universal values and types of behaviour on which a culture of peace is predicated. It is possible to identify even in different socio-cultural contexts values that are likely to be universally recognized.

7. Education must develop the ability to value freedom and the skills to meet its challenges. This means preparing citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility. Awareness of personal responsibility must be linked to recognition of the value of civic commitment and of joining together with others to solve problems and to work for a just, peaceful and democratic community.

8. Education must develop the ability to recognize and accept the values which exist in the diversity of individuals, genders, peoples and cultures and develop the ability to communicate, share and co-operate with others. The citizens of a pluralist society and multicultural world should be able to accept that their interpretation of situations and problems is rooted in their personal lives, in the history of their society and in their cultural traditions; that, consequently, no individual or group holds the only answer to problems; and that for each problem there may be more than one solution. Therefore, people should understand and respect each other and negotiate on an equal footing, with a view to seeking common ground. Thus education must reinforce personal identity and should encourage the convergence of ideas and solutions which strengthen peace, friendship and solidarity between individuals and people.

9. Education must develop the ability of non-violent conflict-resolution. It should therefore also promote the development of inner peace in the minds of students so that they can establish more firmly the qualities of tolerance, compassion, sharing and caring.

10. Education must cultivate in citizens the ability to make informed choices, basing their judgements and actions not only on the analysis of present situations but also on the vision of a preferred future.

11. Education must teach citizens to respect the cultural heritage, protect the environment, and adopt methods of production and patterns of consumption which lead to sustainable development. Harmony between individual and collective values and between immediate basic needs and long-term interests is also necessary.

12. Education should cultivate feelings of solidarity and equity at the national and international levels in the perspective of a balanced and long-term development.

III. Strategies

13. In order to achieve these aims, the strategies and forms of action of education systems will clearly need to be modified, as necessary, in respect both of teaching and of administration. Furthermore, providing basic education for all, and promoting the rights of women as an integral and indivisible part of universal human rights, are fundamental in education for peace, human rights and democracy.

14. Strategies relating to education for peace, human rights and democracy must:

(a) be comprehensive and holistic, which means addressing a very broad range of factors some of which are described in more detail below;

(b) be applicable to all types, levels and forms of education;

(c) involve all educational partners and various agents of socialization, including NGOs and community organizations;

(d) be implemented locally, nationally, regionally and worldwide;

(e) entail modes of management and administration, co-ordination and assessment that give greater autonomy to educational establishments so that they can work out specific forms of action and linkage with the local community, encourage the development of innovations and foster active and democratic participation by all those concerned in the life of the establishment;

(f) be suited to the age and psychology of the target group and take account of the evolution of the learning capacity of each individual;

(g) be applied on a continuous and consistent basis. Results and obstacles have to be assessed in order to ensure that strategies can be continuously adapted to changing circumstances;

(h) include proper resources to achieve the above aims, for education as a whole and especially for marginalized and disadvantaged groups.

15. The degree of change required, priorities for action and the sequence of actions should be determined at all decision-making levels taking into account different historical backgrounds, cultural traditions and development levels of regions and countries, and even within countries.

IV. Policies and lines of action

16. The incorporation into curricula at all levels of education, formal and non-formal, of lessons on peace, human rights and democracy is of crucial importance.

Content of education

17. To strengthen the formation of values and abilities such as solidarity, creativity, civic responsibility, the ability to resolve conflicts by non-violent means, and critical acumen, it is necessary to introduce into curricula, at all levels, true education for citizenship, which includes an international dimension. Teaching should particularly concern the conditions for the construction of peace; the various forms of conflict, their causes and effects; the ethical, religious and philosophical bases of human rights, their historical sources, the way they have developed and how they have been translated into national and international standards, such as in the Universal Declaration of Human Rights and the Convention on the Rights of the Child; the bases of democracy and its various institutional models; the problem of racism and the history of the fight against sexism and all the other forms of discrimination and exclusion. Particular attention should be devoted to culture, the problem of development and the history of every people, as well as to the role of the United Nations and international institutions. There must be education for peace, human rights and democracy. It cannot, however, be restricted to specialized subjects and knowledge. The whole of education must transmit this message and the atmosphere of the institution must be in harmony with the application of democratic standards. Likewise, curriculum reform should emphasize knowledge, understanding and respect for the culture of others at the national and global level and should link the global interdependence of problems to local action. In view of religious and cultural differences, every country may decide which approach to ethical education best suits its cultural context.

Teaching materials and resources

18. All people engaged in educational action must have adequate teaching materials and resources at their disposal. In this connection, it is necessary to make the necessary revisions to textbooks to get rid of negative stereotypes and distorted views of 'the other'. International co-operation in producing textbooks could be encouraged. Whenever new teaching materials, textbooks and the like are to be produced, they should be designed with due consideration of new situations. The textbooks should offer different perspectives on a given subject and make transparent the national or cultural background against which they are written. Their content should be based on scientific findings. It would be desirable for the documents of UNESCO and other United Nations institutions to be widely distributed and used in educational establishments, especially in countries where the production of teaching materials is proving slow due to economic difficulties. Distance education technologies and all modern communication tools must be placed at the service of education for peace, human rights and democracy.

Programmes for reading, expression and the promotion of foreign languages

19. It is essential for the development of education for peace, human rights and democracy that reading, and verbal and written expression programmes, should be considerably strengthened. A comprehensive grasp of reading, writing and the spoken word enables citizens to gain access to information, to understand clearly the situation in which they are living, to express their needs, and to take part in activities in the social environment. In the same way,

learning foreign languages offers a means of gaining a deeper understanding of other cultures, which can serve as a basis for building better understanding between communities and between nations. UNESCO's LINGUAPAX project could serve as an example in that respect.

Educational establishments

20. Proposals for educational change find their natural place in schools and classrooms. Teaching and learning methods, forms of action and institutional policy lines have to make peace, human rights and democracy both a matter of daily practice and something that is learned. With regard to methods, the use of active methods, group work, the discussion of moral issues and personalized teaching should be encouraged. As for institutional policy lines, efficient forms of management and participation must promote the implementation of democratic school management, involving teachers, pupils, parents and the local community as a whole.

21. Direct contacts and regular exchanges should be promoted between pupils, students, teachers and other educators in different countries or cultural environments, and visits should be organized to establishments where successful experiments and innovations have been carried out, particularly between neighbouring countries. Joint projects should be implemented between establishments and institutions from different countries, with a view to solving common problems. International networks of pupils, students and researchers working towards the same objectives should also be set up. Such networks should, as a matter of priority, ensure that schools in particularly difficult situations due to extreme poverty or insecurity should take part in them. With this in mind, it is essential to strengthen and develop the UNESCO Associated Schools Project. All these activities, within the limits of available resources, should be introduced as an integral component of teaching programmes.

22. The reduction of failure must be a priority. Therefore, education should be adapted to the individual student's potential. The development of self-esteem, as well as strengthening the will to succeed in learning, are also basic necessities for achieving a higher degree of social integration. Greater autonomy for schools implies greater responsibility on the part of teachers and the community for the outcomes of education. However, the different development levels of education systems should determine the degree of autonomy in order to avoid a possible weakening of educational content.

Teacher training

23. The training of personnel at all levels of the education system - teachers, planners, managers, teacher educators - has to include education for peace, human rights and democracy. This pre-service and in-service training and retraining should introduce and apply *in situ* methodologies, observing experiments and evaluating their results. In order to perform their tasks successfully, schools, institutions of teacher education and those in charge of non-formal education programmes should seek the assistance of people with experience in the fields of peace, human rights and democracy (politicians, jurists, sociologists and psychologists) and of the NGOs specialized in human rights. Similarly, pedagogy and the actual practice of exchanges should form part of the training courses of all educators.

24. Teacher education activities must fit into an overall policy to upgrade the teaching profession. International experts, professional bodies and teachers' unions should be associated with the preparation and implementation of action strategies because they have an important role to play in the promotion of a culture of peace among teachers themselves.

Action on behalf of vulnerable groups

25. Specific strategies for the education of vulnerable groups and those recently exposed to conflict or in a situation of open conflict are required as a matter of urgency, giving particular attention to children at risk and to girls and women subjected to sexual abuse and other forms of violence. Possible practical measures could include, for example, the organization outside the conflict zone of specialized forums and workshops for educators, family members and mass media professionals belonging to the conflicting groups and an intensive training activity for educators in post-conflict situations. Such measures should be undertaken in co-operation with governments whenever possible.

26. The organization of education programmes for abandoned children, street children, refugee and displaced children and economically and sexually exploited children is a matter of urgency.

27. It is equally urgent to organize special youth programmes, laying emphasis on the participation by children and young people in solidarity actions and environmental protection.

28. In addition, efforts should be made to address the special needs of people with learning difficulties by providing them with relevant education in a non-exclusionary and integrated educational setting.

29. Furthermore, in order to create understanding between different groups in society, there must be respect for the educational rights of persons belonging to national or ethnic, religious and linguistic minorities, as well as indigenous people, and this must also have implications in the curricula and methods as well as in the way education is organized.

Research and development

30. New problems require new solutions. It is essential to work out strategies for making better use of research findings, to develop new teaching methods and approaches and to improve co-ordination in choosing research themes between research institutes in the social sciences and education in order to address in a more relevant and effective way the complex nature of education for peace, human rights and democracy. The effectiveness of educational management should be enhanced by research on decision-making by all those involved in the educational process (government, teachers, parents, etc.). Research should also be focused on finding new ways of changing public attitudes towards human rights and environmental issues. The impact of educational programmes may be better assessed by developing a system of indicators of results, setting up data banks on innovative experiments, and strengthening systems for disseminating and sharing information and research findings, nationally and internationally.

Higher education

31. Higher education institutions can contribute in many ways to education for peace, human rights and democracy. In this connection, the introduction into the curricula of knowledge, values and skills relating to peace, human rights, justice, the practice of democracy, professional ethics, civic commitment and social responsibility should be envisaged. Educational institutions at this level should also ensure that students appreciate the interdependence of States in an increasingly global society.

Co-ordination between the education sector and other agents of socialization

32. The education of citizens cannot be the exclusive responsibility of the education sector. If it is to be able to do its job effectively in this field, the education sector should closely co-operate, in particular, with the family, the media, including traditional channels of communication, the world of work and NGOs.

33. Concerning co-ordination between school and family, measures should be taken to encourage the participation of parents in school activities. Furthermore, education programmes for adults and the community in general in order to strengthen the school's work are essential.

34. The influence of the media in the socialization of children and young people is increasingly being acknowledged. It is, therefore, essential to train teachers and prepare students for the critical analysis and use of the media, and to develop their competence to profit from the media by a selective choice of programmes. On the other hand, the media should be urged to promote the values of peace, respect for human rights, democracy and tolerance, in particular by avoiding programmes and other products that incite hatred, violence, cruelty and disrespect for human dignity.

Non-formal education of young people and adults

35. Young people who spend a lot of time outside school and who often do not have access to the formal education system, or to vocational training or a job, as well as young people doing their military service, are a very important target group of education programmes for peace, human rights and democracy. While seeking improved access to formal education and vocational training it is therefore essential for them to be able to receive non-formal education adapted to their needs, which would prepare them to assume their role as citizens in a responsible and effective way. In addition, education for peace, human rights and respect for the law has to be provided for young people in prisons, reformatories or treatment centres.

36. Adult education programmes - in which NGOs have an important role to play - should make everyone aware of the link between local living conditions and world problems. Basic education programmes should attach particular importance to subject-matter relating to peace, human rights and democracy. All culturally suitable media, such as folklore, popular theatre, community discussion groups and radio, should be used in mass education.

Regional and international co-operation

37. The promotion of peace and democracy will require regional co-operation, international solidarity and the strengthening of co-operation between international and governmental bodies, non-governmental organizations, the scientific community, business circles, industry and the media. This solidarity and co-operation must help the developing countries to cater to their needs for promoting education for peace, human rights and democracy.

38. UNESCO should place its institutional capability, and in particular its regional and international innovation networks, at the service of the efforts to give effect to this Framework of Action. The Associated Schools Project, the UNESCO Clubs and Associations, the UNESCO Chairs, the major education projects for Africa, Asia and the Pacific, Latin America and the Caribbean, the Arab States and Europe, the follow-up bodies of the Jomtien World Conference, and in particular the regional and international conferences of ministers of

education should make specific contributions. In these efforts, especially at national level, the active participation of National Commissions for UNESCO should be a strategic asset in enhancing the effectiveness of the actions proposed.

39. UNESCO should introduce questions relating to the application of this Framework of Action at meetings to be held at the highest level - regionally and internationally - develop programmes for the training of educational personnel, strengthen or develop networks of institutions, and carry out comparative research on teaching programmes, methods and materials. In accordance with the commitments set forth in the Declaration on Education for Peace, Human Rights and Democracy, the programmes should be evaluated on a regular basis.

40. In this context, UNESCO, in line with United Nations actions such as 'Agenda for Peace', 'Agenda for Development', 'Agenda 21' and 'Social Summit', should launch initiatives to implement this operation with other institutions in the United Nations system and other regional and international organizations, so as to establish a global plan of activities and set priorities for joint, co-ordinated action. This could include a UNESCO-managed fund for international co-operation in education for peace, human rights and democracy.

41. National and international non-governmental organizations should be encouraged to participate actively in the implementation of this Framework of Action.

C. Resolution

on the proposal of the Committee of Governmental Experts the following text was adopted by the 44th session of the International Conference on Education (Geneva, 3-8 October 1994)

The 44th session of the International Conference on Education, on the theme 'Appraisal and perspectives of education for international understanding', which met in Geneva from 3 to 8 October 1994,

Recalling 27 C/Resolution 5.7, paragraphs 2 and 3, in which the General Conference invited the Director-General to ensure at the 44th session of the International Conference on Education the evaluation of the implementation and consideration of the possible updating of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, as well as the consideration of the integrated Action Plan on Education for Peace, Human Rights and Democracy,

Recognizing the value of the 1974 Recommendation in the light of UNESCO's ethical, educational and intellectual mission,

Taking into consideration that, in their replies to the IBE questionnaire concerning the evaluation of the implementation and the possible updating of the 1974 Recommendation, Member States emphasized the important role the Recommendation has played for the promotion of education,

Being aware, at the same time that, as indicated by Member States and by the experts at the regional preparatory meetings, the recent international and national changes and the trends and new needs of societies and humanity as a whole make the role of education more crucial than ever in promoting a culture of peace, human rights and democracy, making it necessary to

consider the possible updating of the 1974 Recommendation which was adopted in another socio-historical context,

Considering that the Declaration and Integrated Framework of Action of the 1994 International Conference on Education could represent the most relevant and most appropriate way of bringing up to date the objectives, strategies and approaches in the field of education for international understanding,

Taking note of the work of the Committee of Governmental Experts, Geneva (3-4 October 1994),

1. *Considers* that the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of UNESCO at its eighteenth session (Paris, 1974), has played an important role in the promotion of education for international understanding;

2. *Considers further* that the 1974 Recommendation remains an instrument which continues to inspire the implementation of education for peace, human rights and democracy;

3. *Invites* the Director-General of UNESCO to undertake, in due course, appropriate consultations with regard to the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy and to submit it through the Executive Board to the twenty-eighth session of the General Conference;

4. *Also invites* the Director-General of UNESCO to communicate the text of the Declaration of the 44th session of the International Conference on Education to the twenty-eighth session of the General Conference so that it will be taken into consideration when the Integrated Framework of Action is submitted for the approval of the General Conference, in accordance with 27 C/Resolution 5.7.

ANNEX I

Opening address by H.E. Ms Pat Atkinson
Minister of Education, Training and Employment,
Province of Saskatchewan, Canada and
Head of the Delegation of Canada

Mr Director-General,
Excellencies,
Distinguished Delegates,

It is a great honour, as Head of the Canadian Delegation and outgoing Chair, to welcome you to this 44th session of the International Conference on Education.

Since this Conference last met two years ago, the need to strengthen and improve 'education for international understanding' has become more acute. This session holds the promise of hope and support for millions of people throughout the world who suffer from intolerance, violence, xenophobia and the ravages of conflict.

In 1990 we were just beginning to witness the results of the end of the Cold War. Since that time the map of Europe has been redrawn. In 1994, we are at a time when peace, through negotiations, is an attainable alternative to destructive armed conflict and the shedding of blood.

The world has changed dramatically in the last five years and we are developing new ways of looking at things. We in education must be instrumental in shaping learning, values and attitudes for the next century. We have the power to inspire hope and action, by our example, for young people and adults everywhere; no matter how desperate, disadvantaged or isolated they may be.

Hope through education

In a world that is increasingly beset by upheaval, changes and chaos, where violence against minorities and women and children seems to be endemic and epidemic, education offers that most precious tool for action and hope.

Article 26, paragraph 2 of the Universal Declaration of Human Rights states: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace'.

As leaders and educators we must ensure that this goal is fulfilled and that young people and adults everywhere, whatever their ability or gender, and wherever they face lack of opportunity, poverty or violence, have full access to education.

Canada is a country of great diversity, and this fact is reflected in our institutions and legislation. We believe strongly in the democratic values that are set forth in the United Nations Charter, the Constitution of UNESCO, the Universal Declaration of Human Rights,

and in other national and international human rights instruments, as well as in our own Canadian Charter of Rights and Freedoms.

Delegates will recall the 'World Plan of Action on Education for Human Rights and Democracy' adopted in 1993 at Montreal. That plan of action urged that education be participatory and empowering and that we aim at reaching women, who are so often victims of discrimination and global violence.

Today, we are reminded of the importance placed at Montreal on non-formal education in reaching our young people and adults who do not have access to formal education, training and employment. This also happens even where highly developed education systems and institutions have been in place for many years. Access is denied through inequity, intolerance and economic disadvantage and neglect.

We must reach out to those who are marginalized in order that they may become participating and responsible citizens. For many women, children and persons with disabilities everywhere on Earth there is a special urgency to this process because of their vulnerability.

Education for citizenship

Education for citizenship is the foundation of democratic values. The role of non-formal education in this process is crucial. The role of institutions charged with protecting and promoting human rights is of paramount importance.

One of the things that struck me about the Canadian response to the survey conducted for this Conference - a document called *The Global Classroom*, which I commend to delegates - was our effort across Canada to promote and develop effective citizenship and democratic participation. This emphasis on citizenship lies at the very heart of public accountability in education, and it is fundamental to creating an awareness of individual rights, responsibilities and respect in society. The essence of citizenship is participation in the democratic process. Genuine participation involves working to improve the quality of life for others.

We need to bring all our energies together as partners to promote education for all if we wish to achieve peace, human rights and democracy.

In a world of rapidly changing technology and the global market place, the principles embodied in human rights and democratic values are even more important. We must be aware of the need to break down barriers to learning. We must use appropriate technologies to create opportunities for learning. New technologies can become a magic wand for a small child.

In my home province in Canada, I am particularly proud of a programme called 'The Saskatchewan Action Plan for Children'. This involves a government-wide integration of services for disadvantaged children and their families to break down barriers to learning. It means health, social, education and justice services are provided from the school.

A specific example is Princess Alexandra School.

1994 marks the twentieth anniversary of the adoption of the 'Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms'. In June 1993, the World Conference on Human Rights adopted the Declaration and Programme of Action on Human Rights.

We also have before us a 'World Plan of Action' adopted in Montreal last year and a Draft 'Integrated Framework of Action' has been proposed for our consideration.

Distinguished delegates, may I suggest that it is now time for action.

Dynamic democracy

At Geneva this week are gathered many people, from all over the globe, who have the power to inspire others by their individual actions, as well as by their collective effort. As we approach the United Nations Year for Tolerance in 1995, this session of the International Conference on Education has a real opportunity to demonstrate leadership.

Over the next few days, we must have great expectations and encourage them in each other. Our goal is nothing less than improving the quality of life for all the world's people.

I am reminded of the words of Woodrow S. Lloyd, a Premier of Saskatchewan and a great Canadian educator who served as a volunteer for UNESCO. Mr Lloyd stated in 1945, 'In this struggle to achieve or to maintain political and economic democracy, educators and education cannot be neutral. Dynamic democracy cannot admit neutrality on the great issue of peace and social justice'.

I am looking forward to the outcome of our deliberations this week, in that hopeful and optimistic way that comes with a dedication to dynamic democracy.

ANNEX II

Opening address by Mr Federico Mayor
Director-General of the United Nations Educational,
Scientific and Cultural Organization
(UNESCO)

Madam President,
Madam Minister,
Mr President of the General Conference,
Members of the Executive Board,
Madam President of the Council of the International Bureau of Education,
Ministers,
Heads of delegations, representatives of governmental and
non-governmental organizations,
Ladies and Gentlemen,

It is an honour for me and a pleasure to open with you the proceedings of the 44th session of the International Conference on Education, whose theme provides me with an opportunity to express UNESCO's renewed commitment to peace, democracy and human rights.

First of all, I would like to express my whole-hearted gratitude to the Swiss federal authorities and to those of the Republic and Canton of Geneva for the hospitality with which they have honoured this Conference for many years. I would like to pay my respects to Ms Brunschvig Graf, Head of the Swiss Delegation and member of the Council of State, and through her to greet all the authorities of our host country.

I also welcome the presence of this exceptionally large number of ministers and deputy ministers. This clearly indicates your concern for one of the most serious problems of contemporary society and also shows that this Conference, by dint of its international character, its remarkable continuity and the way it functions, is the most important international forum for dialogue and discussion concerning education.

I would also like to greet the representatives and observers from non-Member States, organizations of the United Nations system, intergovernmental organizations and non-governmental organizations. Their presence is still further proof of the need for work in common, for synergy, and for the building of new partnerships in educational action.

My thanks and my congratulations go to the Council of the International Bureau of Education and to its President, Ms Ruth Lerner de Almea. The IBE Council, which was responsible for preparing the Conference, took the initiative of introducing very important changes into its organization so that we would have opportunities to talk together in a more fruitful way and with more substantive results. As you know, we will have the chance here to debate some fundamental problems such as how to build a culture of peace and the role that education can and must play in this, how to promote tolerance and the non-violent resolution of conflicts and what kind of citizenship we must fashion for the future. Debate, dialogue, the exchange of information and experience will be the watchwords of our session, where open discussion will be enriched as much by our doubts as by our beliefs.

As you all know, this discussion began before today. In fact, this session of the International Conference on Education was launched a few months ago at the time of the regional preparatory meetings which it was the IBE Council's wish to hold as a further very important innovation in the organization of this Conference. These regional meetings have enabled you yourselves and your experts to play an active and direct part in the preparation of the documents that you will be able to endorse at the conclusion of your work.

What have we learned during this process of discussion and consultation? The first thing is that everyone is concerned at the upsurge of intolerance and extremism, the increasing number of manifestations of racial hatred and the way in which discrimination and violence have become everyday occurrences. No region is free from these problems. The reasons for this upsurge are, of course, not the same in every place, but it is everywhere the product of a complex association of economic, cultural, political and social factors. The gulf that is opening up between rich and poor, internationally and nationally, the collapse of the world order that resulted from the 1939-1945 war, the inequality of population growth rates and the distress afflicting many populations in the North and the South alike are some of the causes of this disquieting trend. Above all, however, one should not forget that this upsurge of violence is the consequence of the oppression in which several peoples have lived for decades. It manifests itself when freedom of expression permits. Freedom is the prerequisite for living together in peace, for understanding others, for equity and justice. Of course, we have some very bad examples but we also have some excellent examples which give us hope - the hope that comes from El Salvador, from the collapse of the Soviet Bloc, from Namibia, Mozambique, South Africa and the Middle East. Yes, we have some bad examples, but we have too some excellent, very recent examples which make it possible for us to tell young people today that the true peace, in justice and freedom, that it is UNESCO's task to construct in the mind of every woman and every man, can be reached through dialogue, through imagination and through concern for others.

We have also learned that education in general, and schools in particular, are not a neutral area and are not remote from these problems. And education, which concerns the family and the media as much as the school, and which concerns the whole of life, must today, more than ever, demonstrate its ability to promote the values and behaviour necessary for the training of citizens worthy of that name, its ability to promote a new equilibrium and the radical social transformation that is needed so urgently as the third millennium dawns.

The discussions held at the regional meetings and the analyses put forward in preparation for the Conference also tell us that curricula relating to peace, human rights and democracy must overcome, as Madam President stressed a short while ago, the discrepancy between rhetoric and reality, theory and practice. We know that many problems stem from the fact that existing curricula are not implemented. Nevertheless, the situation has changed greatly, both within individual countries and at world level. We are living in a time of transition and accelerated change which calls for modifications to the traditional style of education. We must therefore not apply the same kinds of curricula as in the past but chart new courses adapted to the present-day social, economic, political and cultural contexts. We must devise new forms of action by using that ability for creativity which is the hallmark of the human race. In order to do so, let us take inspiration from the extraordinary words uttered by an extraordinary man, Albert Einstein: 'In times of crisis, only imagination is more important than knowledge'.

Madam President,
Ministers,
Ladies and Gentlemen,

In major international conferences such as this, we tend to speak of education in rather impersonal terms. We present it as a process through which people pass. Yet, when we reflect upon our own education, we do so in ways that are highly personal. When I recall my own school years, for example, I think of them not as a process, but as an encounter with a series of talented and devoted teachers who not only taught me, but profoundly shaped my values and views - indeed, my very being.

Yet, while each of us reveres the particular teachers who helped us to get a start in life and gave us a sense of purpose and direction, teachers as a group are often forgotten or underestimated. They tend to be depicted as part of the educational problem rather than as our only real hope for solving this problem. The fact is that improving education must go hand in hand with improving the status and the level of professionalism of teachers and the respect that society accords them. Teachers are not only the instrument of education; they are its spirit and its soul. There can be no successful education without devoted teachers.

This is the message that UNESCO hopes to send in establishing today, 5 October, as International Teachers' Day. The launching of this day, as many of you are aware, was decided by the General Conference at its twenty-fifth session. Over 100 Member States have already indicated their willingness - indeed, their eagerness - to celebrate this day annually in a manner appropriate to its purpose. The 5th of October has been chosen because it was on this day in 1966 that the ILO/UNESCO Recommendation on the Status of Teachers was adopted by the international community. The Recommendation recognizes the crucial role that teachers play in ensuring the well-being of society and the importance of giving them the conditions and status to enable them to accomplish their assignment.

In declaring this International Teachers' Day, we would like to tell the teachers of the world, at the same moment in time, that we are thankful to them for their hard work and dedication and for the heavy responsibilities they bear in educating the children of today to become the citizens of tomorrow.

It is especially fitting that we celebrate this first International Teachers' Day on the occasion of the world's most important and longest-established international meeting on education. It is particularly appropriate to do so at this session devoted to education for tolerance, for attitudes such as tolerance are acquired more by example than from textbooks. And what better person outside the family to provide that example than the teacher? If our schools are to teach us to be better people, not merely better informed people, they will need to be able to call upon teachers who demonstrate in life, not merely preach in classrooms, that they truly believe in peace, in tolerance and in justice. The better life that is our hope for tomorrow will not come about by chance. It will have to be learned, and a key setting for such learning is classrooms where the values we cherish and so urgently require are practised and promoted.

UNESCO is facing up to the new educational and cultural challenges with the maturity of experience and the boldness that the complexity of the present situation calls for. It is one of my favourite sayings that risk without knowledge is dangerous, but that knowledge without risk is pointless. This intrepidity is thus more necessary than ever at the dawning of the new century, which promises to be full of hope. Education for international understanding has been

one of UNESCO's priority objectives. We have promoted standard-setting instruments such as the 1974 Recommendation that have played a vital role in the formulation of our educational programmes, we have set up international networks of schools like the Associated Schools (of which there are over 4,000 throughout the world), and, more recently, the inter-university networks programme of co-operation, UNITWIN. We have encouraged innovations and pilot projects, elaborated new teaching materials and endeavoured to raise the awareness of the general public through a large number of publication activities. The new international situation has tested our ability to adapt to emergency needs and we have responded with new programmes aimed at the reconstruction of the education systems in countries devastated by armed conflict or by natural disasters. We have given an answer to reflection about the future and about the function of education and culture in the rebuilding of a future of peace and democracy. All this experience is positive and is the great wealth and great richness that we possess, but it also teaches us that the path we have to tread is terribly long and steep.

One thing we are sure of: the development of a culture of peace, meaning a culture of living together in peace based on the principles of freedom, justice and democracy, sustainable economic development, social equilibrium, tolerance, solidarity and respect for human rights, is today a more pressing matter than ever before. There is no doubt that the balance based on terror and the threat of planetary destruction that existed until only a few years ago, has disappeared. The disappearance of the opposing blocs and the end of the Cold War have given rise to new expectations of peace and co-operation. But the Cold War must not be replaced by a cold peace. The overcoming of the traditional rivalry that existed has led - precisely because these were countries that were living under dictatorship and oppression - to a resurgence of age-old conflicts and to others of a new stamp. We are daily witnesses to the spectacle of ethnic and racial violence that we all believed overcome once and for all and that is again prevailing in a way that is unacceptable for the stage of development that humanity has reached. At the same time, new forms of tension are making their appearance and new ways of waging war against which we are powerless, not only in practice but also - and this is much more dangerous - from the moral and axiological point of view.

For all these reasons, UNESCO is called upon to play an active role in the development of a culture of peace and democracy, based on the ability to resolve conflicts peacefully and equitably, and in the renewal of strategies for action. It is not, and this I must stress, a question of promoting the idea that peace can be based on the absence of conflict. Conflicts will continue to exist and the culture of peace must therefore be defined by the ability to face up to them constructively, on the basis of negotiation and participation. Above all, we must be able to detect them at an early stage in order to deal with them at their roots and, if possible, avoid them.

Our great task is to be the look-outs for the future, since in this way we shall be able to anticipate and prevent. Prevention is the greatest victory since it is what avoids suffering and avoids confrontation. But as a clinician who has worked on the prevention of children's illnesses, I know very well that prevention is invisible. Successful prevention is not seen, and what the eye does not see, the heart does not feel. We must therefore create this new culture of the perception of the intangible and the invisible, and of knowing that to invest in prevention and in the construction of peace is the best and the most profitable of investments. The construction of democracy, peace and tolerance is a question of symbols, values and culture and not only the result of economic or political agreement. Democracy is not given or conferred; it is built day by day in each one of us and in our immediate circle. Democracy implies participation and it is a saying of mine that I exist as a citizen only if I participate; if I do not participate, I do not exist as a citizen. To participate and to count, not just to be

counted, I must have access to knowledge and to education. Education is the corner-stone of democracy because democracy is a way of behaving, a way of being fashioned by conviction, thought, advances and retreats. It is a culture because, for me, the best definition of culture is our daily behaviour. Education must be for all, throughout life and not during a period of schooling, because education is an opportunity that must be available to all citizens, all through life. Only in this way, ladies and gentlemen, will we manage to include the excluded. Only in this way, will we manage to reach those who today are unreachable, all those women and men and all those children living in human settlements that we still cannot reach via the traditional systems of education. When we think of information superhighways, we shall nevertheless think of the narrow tracks of these villages, we shall think of the 600,000 human settlements which still today have no electricity; and we shall approach this problem with imagination. We shall think how we can, using unconventional energy sources, bring them this knowledge and enable them to have interactive education, how we can reach the unreachable and include the excluded.

The task is not an easy one, as you very well know. Achievements in the formation of values and attitudes can be short-lived and require from us constant and renewed effort. Circumstances have changed and that means that we too must change. We are faced with new challenges which are creating new opportunities and therefore we are also faced with the need to devise new solutions and strategies. During this time in Geneva we will have the chance to discuss ideas, get to know opinions and relate our experiences which, I must stress, are the most important thing that we have, and share our worries, concerns and illusions.

Our only strength lies in words. The intellectual organization of the United Nations system has no strength other than words, other than the ability to persuade, to demonstrate in all areas of decision-making that education alone can provide the human resources that are essential for economic growth; that only by providing every woman and every man with control over his or her own destiny can demographic growth be reduced; that only in this way can we lessen poverty; that only in this way can we diminish the massive migrations which are already taking place, which are set to be exceptional in the years to come and which could be a source of confrontation and conflict. We are prepared for the past; we have rockets, aeroplanes and submarines at our disposal for a war which is not even our own; but we are not on the other hand prepared to invest in education at all levels, in continuing education, in the environment to prevent the deterioration of our ecological surroundings and to leave our children and their children with a fully habitable biosphere. We are not prepared to combat violence, the violence which today also takes the form of the pandemics that kill thousands and millions of people every day: malaria and AIDS. We are not prepared to dig a well in every village so that millions of women will not have to go every morning and fetch a few litres of water on their heads. That is our battle today; that is our fight. It is, for example, the fight against the abuse of drugs which kill. They are new wars and new enemies; every day thousands of young people die from addiction to drugs which destroy their brains and their personalities. These are the wars of today which are killing us and in the face of which we are defenceless. A far-reaching transformation is needed so that we can move on from peace-keeping and emergency humanitarian operations which call for a tremendous amount of resources when the suffering has already occurred, to peace-building. We need to be able to carry out the mission that the founders of UNESCO gave to all of us, and especially to ministers of education and to teachers: that of building peace in the minds of the women and men of the world so that conflict and war can be avoided.

Madam President,
Ladies and Gentlemen,

Today we are opening the 44th session of the International Conference on Education. We have made it the day which from now on will be devoted to paying tribute to educators for their unselfish work in favour of peace, democracy and social development. In a few hours' time we will have the opportunity of making a very important award, the Comenius Medal, to eight individuals and institutions, singled out for their work in education. Nothing could be more appropriate then than to conclude this speech with a few words that the great teacher, Comenius, uttered, I should stress, almost 300 years ago. He said:

> 'If we want inhumanity to give way to humanity, we must seek untiringly the means of achieving that end. The means are threefold: first, people must recognize that it is unworthy of them to burden themselves and each other with hate for futile reasons; they must, in a general way, forgive past disputes, injustices and injuries. We shall call this, **erasing the past**. Second, none shall impose his or her philosophical, theological or political principles on any other person; on the contrary, everyone must allow everybody else to uphold their opinions and to enjoy in peace that which belongs to them. We shall call this **mutual tolerance**. And third, all people must endeavour, in a common effort, to find the best way of behaving and, to that end, must join their thoughts, their aspirations and their actions. And this we shall call **conciliation** ...'. End of quote.

Let us be capable of erasing the hatred of the past, of keeping the future in mind, of allowing everyone to enjoy what belongs to him or her and of finding, all of us together, the best way forward to build a culture of peace.

Thank you.

ANNEX III

Opening address by Ms Martine Brunschwig Graf
State Councillor, Head of the Swiss Delegation

Mr Chairman,
Excellencies,
Distinguished Ministers and Heads of Delegation,
Mr Director-General of UNESCO,
Mr Director of the International Bureau of Education,
Ladies and Gentlemen,

Welcome to Geneva, on behalf of the federal and cantonal authorities and those of the City of Geneva. It is a great pleasure to receive once again the most comprehensive world forum on education, the International Conference on Education.

The *general theme* that brings us together for the 44th session of our Conference is not a new one. Intolerance, racism, xenophobia and exclusion are unfortunately time-defying realities. But in this paradoxical world of ours, where promising alliances go side by side with the most disturbing of divisions, it is more than ever necessary to reassert the role of the school, of training and of education. The school can and must be a driving force for integration, the development of solidarity and ultimately the promotion of peace. The teaching of democratic values and of human rights must become the pillars of any educational process. We shall reaffirm this here; we shall also make commitments in this respect. Let us hope that they will lead to constructive outcomes.

As ministers or officials responsible for education in our countries, we are by definition the 'ministers of concrete action'. It is the pupils in their classroom and the teachers facing them who are the object of our prime concern. In most of our countries, schools are becoming increasingly multicultural. With a little care, the classroom can become an ideal laboratory for learning the art of 'living together' and of respecting others, for tolerance, for the non-violent resolution of conflicts - an ideal laboratory for integration and the rejection of racism.

This of course implies certain attitudes among the teachers and a minimum of teaching material. I should like to invite you at this point to pause for a few minutes in this conference centre and look at the panels which illustrate what is being done here in Geneva and in French-speaking Switzerland. The recent official publication of *Odyssea and Kaleido* - the product of a considerable effort of co-ordination between the French-speaking cantons - illustrates the spirit in which we intend to introduce into our schools the intercultural dimension, which is at the very heart of tolerance and respect for others.

Voltaire, the tricentenary of whose birth we are celebrating this year, already urged in his 'Treaty on Tolerance': 'May all men remember that they are brothers!'. History, alas, has often testified to the contrary, which shows how relevant our work still is today.

Whether one likes it or not, the school still remains the only focal point through which the entire population passes; hence the impact of the education system on the way in which young people perceive the world in which they are to live cannot be overlooked. The school, a

place of dissension or unity? The choice is obvious: by calling for deeper reflection, it helps us to find renewed energy for our action.

Excellencies,
Distinguished Ministers,
Ladies and Gentlemen,

I wish you every success in your work and a most pleasant stay in Geneva.

ANNEX IV

Opening address by Ms A. Inayatullah
Chairperson of the Executive Board of UNESCO

Madam President,
Honourable Ministers,
Mr Director-General,
Ladies and Gentlemen,

Fully responsive to the value of time, it is my privilege to take the floor on behalf of the team of UNESCO's elected officers, because, indeed, we do work as a team, the Honourable President of the General Conference and myself. The quantum and geographic spread of UNESCO's activities being enormous, and UNESCO's responsibilities so demanding, we are obliged to be selective in our participation in the Organization's activities. May I therefore share with you, Excellencies, that this 44th session of the International Conference on Education was for us an obvious choice, because it furnished an opportunity both to be in the midst of this galaxy of educationists, and also to benefit from your wisdom on possibly the most vital contemporary theme: education for peace, human rights and democracy. During this century, two world wars brought in their wake death and destruction. Thereafter, the Cold War's dilatorious military culture was contemptuous of democracy, popular participation and human rights, and the post-Cold War situation has thrown up a new form of localized strife, hostility and barbarity. Across the globe, in arenas of conflict, peace-keeping forces have moved in. Regrettable humanitarian emergencies have been responded to, and in other cases the peace process is being negotiated. In any event, it is clear, these efforts are tenuous because of the complicated economic, political, psychological, military and diplomatic dimensions. And, indeed, it is in this context that the theme of this Conference is both timely and relevant for us because through education UNESCO is mandated to secure peace in the minds of men. It is therefore of the essence that, in our search for durable peace, UNESCO gives new impetus to what may rightly be viewed as its substantial and substantive work in the area of education for a global society. In seeking your indulgence, I would like to briefly dwell on this theme. The Executive Board, Excellencies, has on the initiative, amongst others, of Mr Ahmed Sayyad, President of the General Conference, taken forward the concept of the culture of peace by giving it a centrality in our endeavour to achieve peace through universal education and sustainable development. Our first premise is that education can secure peace if it is imbibed in a global and a democratic culture. Therefore, within the context of a global society, the education we need today, more so than ever before, is not just a sharing of knowledge but an education which teaches people, particularly leaders, to share the world's resources, be they physical, material, spiritual or mental, with each other. In other words, education which promotes equality. Under the rubric of equality, I have no doubt you will in your deliberations give central place to first, the concept of democratization of education as it relates to the realization of the right to education, non-discrimination in education, and lifelong education; and, second, the notion of the relevance of education to work and employment, whereby scientific and technological knowledge are securely embedded in the education system and become an instrument for increased human productivity and improved living conditions. Our second premise is that once education is involved in such a global, democratic culture, then the third element of the Conference's theme - human rights - will be an easier goal to achieve. Human beings who have access to education in which there is, as I have suggested, an

equitable sharing of the world's resources with each other, will develop into a valuable human resource, because they will emerge as value-makers who would not be shackled in illiteracy, nor deprived of knowledge that empowers, but groomed to contribute to an interdependent world. Such human beings would more likely than any be able to promote human rights, which are independent, interdependent and indivisible and in which equal attention is given to the achievement, promotion and safeguarding of civil, political, economic and cultural rights. Further, concepts such as tolerance, consensus building, and respect for cultural pluralism will be their tools. We refer to consensus which, in the building of peace, implies a wide range of dialogue, where one meets the other, each transcending individual and national ethnocentrism, clarifying and promoting understanding on the linguistic, ethnic, religious and cultural aspects of life and living. We refer to a respect for cultural pluralism in which cultural tolerance is not based only on a passive acceptance of the right of other cultural groups, including minorities, but implies, further, an active and empathetic knowledge of those cultures resulting in mutual respect and understanding. With such education for a global society, each will not only share with others the destiny of humankind but will also be responsible for it. Thus, we stand on the threshold of the next millennium in the belief that justice must be the foundation of all social and economic life.

In conclusion, Excellencies, this picture of true democracy and human rights constitutes a process. UNESCO's efforts are preventive and long term. UNESCO's agenda, as contained in the background document of this Conference, is an impressive array of difficult, but challenging tasks, most outstandingly to promote the culture of peace through education. The outcomes of this Conference are to be the Declaration and Framework of Action on Education for Peace, Human Rights and Democracy. The Executive Board looks forward to receiving these so that next week, as we begin drafting the next Medium-Term Plan, we ensure it will reflect Khalil Gibran's words 'the true wealth of a nation lies not in its gold or silver, but in its learning, wisdom and in the uprightness of its sons'. With these remarks, I would like to wish you Godspeed in your work.

Thank you very much.

ANNEX V

Statement on International Teachers' Day by Mr Robert Harris
Executive Director, Education International

Madam President,
Mr Director-General,
Distinguished Delegates,
Fellow Educators,

On 5 October 1966, in Paris, a special Intergovernmental Conference adopted the UNESCO/ILO Recommendation on the Status of Teachers. On that day, governments were unanimous in their recognition of the contribution which competent, qualified and motivated teachers make to each national society.

Unanimously, they adopted a recommendation which balanced professional responsibilities and syndical rights, which defined the conditions required for effective teaching and learning.

Unanimously, they recalled that the right to education is a fundamental human right.

Nigh on three decades have passed. Yet that fundamental right to education is still denied to some 900 million people, the majority of them women and girls.

Today, after many twists and turns of geopolitics and economic policy, a new consensus has emerged. Policy-makers talk less today about education as a fundamental human right. But there is a broad consensus that of all the forms of investment which a society can make in its own future, investment in education is the most productive of all.

So the argument for education today is economic rather than normative.

And here is the reason for a great paradox. For even as our policy-makers support education for all as an investment in the future, they also try to render that investment more cost-effective. And that means cutting personnel costs, often through structural adjustment packages.

That is why there has been a major drop in teachers' real income since 1980. That is why tired old arguments justifying the acceptance of large classes are trotted out again. That is why there are moves to deprofessionalize teaching, through the hiring of unqualified personnel. That is why privatization is advocated.

UNESCO has followed a different logic, one that we are convinced will turn out to be the right one.

UNESCO holds that quality education requires quality teachers.

So last year Mr Director-General, you announced plans to establish a special day to recognize teachers and their contribution to society.

This is the first International Teachers' Day. Even as we meet here in Geneva, special events are being held in the Member States of UNESCO around the world. And by next year, we hope that there will be a system of special prizes which will give due recognition to outstanding teachers.

This is an international conference of educators. All of us in this room know that there is more to teaching than that which is defined by the calculation of cost-effectiveness. May I quote the President of Education International, Mary Futrell:

> 'When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds. A special relationship is born. The relationship of teacher and pupil defies definition. But it can leave an indelible imprint. Each of us has had teachers who have made a lasting impression upon us. Many of us have had teachers who truly made a difference in our lives, who instilled in us the love of learning. Teachers who cared about each of their students, cared enough to insist that all meet the highest possible academic and behavioural standards. Teachers who had a decisive impact on their students and, thus, on the intellectual, cultural, social, political and economic development of their nation'.

The message we articulate on this first World Teachers' Day is that education is not a privilege reserved for the few but a right belonging to all. October 5 is for those who dedicate their lives to the principle that learning gives rise to liberty, that education is the life-blood of democracy. For education provides the best prospect for the building of societies where people learn to live together in harmony, tolerance and mutual respect.

How appropriate it is that the theme of this session of the International Conference on Education should be related to the United Nations Year for Tolerance, proposed by UNESCO. All the economic theories in the world, all the arguments about cost-effectiveness, fall by the wayside when we consider the tragic consequences of intolerance and discord pushed to an extreme; when the social fabric is ripped apart.

Then we must recognize that investment in education - not just narrow production-oriented training, but education in its broader sense, education which is the subject of this Conference, the education of the founder of this Conference, Jean Piaget - that kind of education is an investment not only in the economic development of each society, worthy as that objective might be, but indeed in its very survival.

When we consider education in this sense, we again recognize, as the authors of the UNESCO/ILO Recommendation did in 1966, that:

> 'Since education is a service of fundamental importance in the general public interest, it should be recognized as a (public) responsibility ...'.

There is much to be discussed about how this responsibility should be exercised in the best way for all citizens. We must debate together how best to achieve quality education for all.

Let this debate go forward and involve all the partners in education - the teachers and the parents, future employers and the trade unions, and the students themselves.

Governments stated, when they adopted the Recommendation in 1966, that:

'authorities and teachers should recognize the importance of the participation of teachers, through their organizations [in measures] to improve the quality of the education service ...'.

No measure, not even the question of salaries and conditions, important as that is, would have as great an effect on the morale and motivation of teachers as the sense that they are genuinely involved in measures to improve the quality of education and to extend equality of opportunity.

The word 'reform' has been much abused in recent times. It has been captured by the narrow economic viewpoint. Let us talk rather of education renewal. Let us talk of partnership for better education.

The next International Conference on Education in 1996 will be devoted to the role of teachers facing the challenges of social and educational change. By then, 30 years will have gone by since the adoption of that historic document whose anniversary we mark today with the launching of World Teachers' Day. There would be no better testimony to the role of teachers than to announce in 1996 that in all countries genuine steps had been taken to involve teachers in a new partnership for better education for all our children and for all young people around the world.

Mr Director-General, let our partnership, the partnership between UNESCO and Education International, also become a partnership in each nation, between public authorities and teachers - a new partnership to promote public schools today for a better world tomorrow.

ANNEX VI

Opening address by Mr I. Pilip
Minister of Education, Youth and Sports, Czech Republic and
Chairman of the 44th session of the
International Conference on Education

Your Excellency Mr Director-General,
Excellencies,
Ladies and Gentlemen,
Dear Colleagues,

First, I would like to express my sincerest appreciation of the honour afforded to me by your electing me President of this very important event. It is an honour and a privilege for me.

In this disturbed world of ours in which higher values seem to be receding in both individual and national priorities, there is no doubt that it is only education that may gradually replace the growing void in spiritual and moral values, and help us to face the new threats and challenges of the present as well as of the near future. I have the greatest confidence that this session, in which all participants are devoted people of great integrity, will contribute - and contribute not only by words but also by deeds - towards this aim. Common conclusions and plans of concrete actions are really needed in our time when new democracies are emerging and more countries are torn by discord, in which racism, intolerance and xenophobia often play the key role. This makes the role of international understanding, help and co-operation more important. They fall into the field of education and mutual understanding. It is my deepest wish that this session can really contribute to all these questions, to all its plans and that it shall be very constructive, very open, but also containing some spontaneous discussion, and I will try to do my best to contribute towards this aim.

Your Excellencies, ladies and gentlemen, I wish the 44th International Conference on Education the best of success. I thank you again for the honour of electing me and I am looking forward to our common, and I hope hard and successful, work in the next hours and days.

Thank you.

ANNEX VII

Closing address by Mr Federico Mayor
Director-General of the United Nations Educational,
Scientific and Cultural Organization
(UNESCO)

Mr President,
Madam Councillor of State, Chief of the
Government Department of Education,
Ministers,
Your Excellencies,
Ladies and Gentlemen,

As the work of this 44th session of the International Conference on Education comes to an end, a session that has made its mark in more ways than one, I should like to thank you all for the high standard of debate and for the results achieved. Those results are due in the first place to the authority, courtesy and spirit of understanding with which, Mr President, you have conducted the proceedings of the Conference and I thank you most sincerely. My thanks are also due to the Vice-Presidents of the Conference, the Rapporteur-General, Mr Abdel Fattah Galal, and all those who led the discussions in the round tables.

Allow me to express my gratitude for the considerable amount of work that has been done by the government experts and, more particularly, by Mr Yves Brunsvick, Honorary President of the IBE Council and Vice-Chairperson of the French National Commission, who placed the wealth of his long international experience at the disposal of the Conference. Nor can we forget the efforts of the working groups and their Chairpersons, Mr Akiko Chiba and Mr Peter Whitney, who helped to finalize the texts that you have adopted. Please accept, therefore, distinguished ministers, ladies and gentlemen, my very sincere thanks.

Lastly, a special word of appreciation is due to the IBE Council and its President, Ms Ruth Lerner de Almea, for the innovative spirit in which this new pattern of organizing the work of the Conference was devised and prepared.

This new approach is one of the main ingredients that have made this session particularly meaningful. It is the product of the drive for change conducted by the IBE Council in order to adapt the concept of the Conference - which is a unique world gathering - to the new requirements and new expectations. Although much remains to be done to perfect the new formula and apply it in full, all in all we can be satisfied with the way in which it has been applied during the present session thanks to the efforts of the IBE Council but, above all, thanks to all of you, heads of delegation, delegates and representatives of governmental and non-governmental organizations.

One of the main innovations brought in by this new approach is what we have called the 'major debates' with the guests of honour. It has enabled us to have with us the Executive Director of UNICEF, Mr James Grant, and the Chairman of the International Commission on Education for the Twenty-First Century, Mr Jacques Delors. Their participation and their

contributions have helped to expand our view of educational issues as they interact with other major problems of our time and the challenges that await us in the years to come. Speaking personally and, I am sure, on your behalf, I should like to express our gratitude to them once again.

Perhaps more than previous sessions, this one has mirrored the complexities of our world, the extreme diversity of people's situations, the distinctiveness of their various sensitivities. It has done so largely by virtue of the issues tackled during the session and the eminently ethical nature of the questions raised. And yet it seems to me that we have seen a broad convergence of aspirations and approaches. This is, I think, particularly important if we are to move forward to greater mutual understanding and closer co-operation. The regional presentations, another innovation brought in at this session, have also contributed much in this connection and I should like to thank the chairpersons of the preparatory meetings for the quality of those presentations. At the same time, it is clear that the national reports presented by the Member States at each session of the Conference have lost none of their importance for the Organization and for all the participants, since they represent a valuable source of information on the development of education in the various Member States. It is clear that the new approach seeks to consolidate the collective record of education all over the world that the IBE represents. I therefore urge all ministers who have not yet produced their national reports to do so as soon as possible. Shared experience is our common wealth.

Mr President,
Ministers,
Delegates,

Promoting non-violence everywhere. Encouraging attitudes of understanding and acknowledgement of diversity and differences. A constant awareness of other cultures and future generations. You have spoken of efforts in the sphere of civic education; you have told us how, in every country, training in universal values is being introduced into the educational process; you have explained how you are trying to place these points of convergence, the universal landmarks of justice, liberty and equity, as markers for educational techniques and teaching methods. In short, you have spoken of peace, the kind of peace that must be built in people's minds every day through education, through development, through a fairer distribution of wealth within and between countries and through sharing, so that a context of war may gradually give way to a setting of peace and so that we can successfully manage the transition from a culture of war to a culture of peace. The line of inquiry launched in 1989 in the heart of Africa at Yamassoukro, where this expression was first employed, has been translated into field programmes through the determination of Member States, and this Conference has just added a noteworthy contribution to that endeavour.

The culture of peace comprises all ethical and aesthetic values, habits and customs, attitudes towards others, forms of behaviour and ways of life that draw on and express:

respect for life and for individuals with their dignity and rights;

rejection of violence;

recognition of equal rights for men and women; and

upholding of the principles of democracy, freedom, justice, solidarity, tolerance, the acceptance of differences, and understanding both between nations and countries and between ethnic, religious, cultural and social groups and individuals.

The culture of peace also implies a spirit of mutual respect and acceptance between cultures, ideologies and beliefs.

It is a set of convictions, a moral code and an individual and collective frame of mind, a way of being, of acting and reacting. Neither contemplative nor passive, it can only be active, effective, enterprising and innovative.

The debate that has just taken place confirms that the culture of peace is a vast concept, multidimensional and global. It includes efforts to maintain peace and prevent armed conflicts and violence, and efforts to build peace, not only between States but also between ethnic, cultural and religious groups. This goes well beyond the traditional concept of international peace to incorporate intranational peace. It is also closely linked to efforts aimed at establishing, building up and consolidating the only environment in which this concept can develop and survive: that is, democracy, in which human rights - indeed, all rights - may be upheld. It is with such a prospect in mind that you referred in your statements to the elimination of poverty and its accompanying ills (a real public disgrace), and to the improvement of living conditions for the underprivileged. These are the pre-conditions for the transition in which we are all involved, and you emphasized in that connection the decisive importance of long-term policies and activities for human development in establishing such a culture of peace on a sound basis. "

One of you also remarked that the culture of peace was synonymous with a culture of life. Another pointed out that its development was bound up with language policies, with the primary form of cultural expression - language - through which we communicate with our parents, and that this culture implied an unremitting struggle against exclusion and prejudice.

Mr Delors in his address referred to the fiftieth anniversary of the United Nations and of UNESCO. As you know, at its twenty-seventh session the General Conference adopted an important resolution on the subject of that anniversary, setting it in the context of the transition to the twenty-first century: for these anniversaries fall shortly before the beginning of a new century and a new millennium. The great changes that have occurred and that are still under way worldwide are the harbingers of new challenges. For that reason, the General Conference stressed that the celebration of the fiftieth anniversary of the United Nations and of UNESCO should be used to full advantage to promote their refoundation and to prepare our organizations for new demands and new aspirations by anticipating these.

I should like to point out in this connection that your new, more dynamic style of conference is already geared to this prospect. I feel that it is important here to stress your unanimous view that the decisive role in the establishment of a culture of peace falls to education in the widest sense of the term, education in every form and at every level, education for all at every age.

How great, therefore, is the responsibility of teachers and educators in general and all those who are assembled here today: your responsibility and ours, all of us together. When you return home, pass on this message to all city mayors and all schools, through the media, of course, but also through your own action. Mr Minister of Bolivia, I have read with pleasure the journal that is sent to all the teachers in your country and I am sure that it is an important vector in this work of promoting awareness. Another essential force is the teachers' association: we have had the pleasure of meeting here the officials of several major associations, and we are aware of the decisive role that they play in the mobilization of the educational community and will be called on to play in spreading the message contained in the

Declaration and the resolution that you have just adopted, as well as in the Framework of Action of which you have taken note.

For a great many reasons, prominent among which is the importance and growing role of education in the broadest sense of the word, the responsibility of governments, educators and, in a democratic system, civil society is constantly on the increase. We must therefore look for new paths and new forms of action, and increase the scope of educational action through new partnerships. Whether at national or at international level, such new alliances will help us to use our knowledge, our experience and our resources to greater effect in implementing the provisions that you have adopted. Now is the time for you, and for all of us, to act.

You have adopted a fine Declaration and taken note of a Framework of Action. The former sets out major policies; the latter recommends ways and means. It is now for each one of us to make them a reality. Let me repeat: now is the time for action.

Mr President,
Ladies and Gentlemen,

The Framework of Action that you have adopted indicates clearly that the strategies cannot be the same in different cultural, economic and social contexts. Familiarity with and adaptation to specific local conditions is one of the prerequisites for the success of our action plans. At the same time, I would insist on one point: means cannot be divorced from ends. In other words, we cannot promote peace, human rights and democracy by using methods and strategies that are not themselves peaceful and democratic. There can be no cultural or economic justification for the use of methods that are violent or coercive, or that promote exclusion.

This call to action is addressed to all but especially to those who are better off. The solidarity about which we have said so much in the last few days should start with the most powerful, at both the national and the international level.

In the last few days, we have had an opportunity to become acquainted with a very wide variety of experience, situations and approaches. One case, however, deserves a special mention: the reconstruction of the Rwandan education system. Rwanda is a glaring example of errors committed by all sides in the past. For that reason, I appeal to the international community to help that country. It has already done so, especially in reaction to the images from Rwanda that have moved us all. And we all feel somewhat involved, somewhat guilty, and have therefore responded with acts of solidarity, even though the cost in lives and suffering was already overwhelming. I therefore believe that the time has come to launch an appeal for the reconstruction of every form of education in Rwanda on new foundations that will express that culture of peace which is our hope for the future.

In conclusion, ladies and gentlemen, I hope that the draft resolution which has been formulated in the presence of the Minister of Education and Higher Education and the Minister of Culture representing Rwanda at the Conference, will be adopted unanimously.

Mr President,

This year we are celebrating the twenty-fifth anniversary of the IBE's integration with UNESCO. The success of this Conference fully demonstrates the role of record-keeper and guardian that the International Bureau of Education can and must play in this great qualitative and quantitative effort - one that fills us with hope on the eve of the new millennium. In

celebrating this silver wedding, the 25 years of partnership between UNESCO and the IBE, I should like to pay tribute to those who, from its inception in the days of the League of Nations, fought boldly for human dignity, before the terrible storm of the Second World War swept everyone away, destroying everything: all those who have worked and work now in the International Bureau of Education, from the least known to the best known, such as Jean Piaget, Pedro Rosselló and Leo Fernig, to name just a few of all those who deserve to be mentioned.

Ladies and Gentlemen,

It is unusual for the Director-General to praise the dedication and efficiency of his colleagues in public. If I make an exception here in referring to Juan Carlos Tedesco and all the members of his team, it is because I consider that his work warrants it and because I hope that this recognition before the Conference as a whole will stimulate his future work and that of those collaborating with him on this task.

Mr President,
Ministers,
Ladies and Gentlemen,

How else could I conclude these remarks except by talking about teachers. From the very beginning of our Conference, the opening of which coincided with the celebration of the first International Teachers' Day, participants have emphasized the special role of the teacher in promoting peace, human rights and democracy and in developing in every individual a sense of universal values and types of behaviour upon which a culture of peace rests. I wish to receive from you as many suggestions as possible in order to enhance worldwide the role and status of teachers. Suggested initiatives, together with those already proposed such as the teacher's oath, could be submitted for further consideration to an eminent group of educationists. I will do my best, I repeat, in order to take into account the suggestions received from each country concerning this tribute to be paid annually to teachers and what they represent not only for education but for national and international life as well.

Finally, ladies and gentlemen, allow me to thank you all for your presence, for your advice, for your interventions, not only in this hall but also in the meetings that I had with you. My conclusion then will be an expression of deep gratitude. I can tell you very sincerely that I - and my colleagues - have learned a lot from you. We now know better what to do, how to do it, and I think that all of us are better equipped to implement the decisions of this Conference when we return to our offices. I wish you all a good journey home. Tell your colleagues in government, tell the educators, the intellectuals, the journalists of your country, tell your family too, that here in Geneva we have agreed that only through education can we reduce the gap between the haves and the have-nots, only through education can we improve living conditions, curb population growth - in short, only through education can we enter the new millennium with hope rooted in knowledge and dreams. Tell them that we now know that the word is more powerful than the sword. That we will win. That in order to progress in this crucial transition from a culture of war to a culture of peace, we have decided to include the excluded and to reach the unreachable. We have decided to incorporate and reinforce every day in our lives three key attitudes: caring, sharing and daring. Thank you very much for your attention.

ANNEX VIII

Closing address by Ms Martine Brunschwig Graf
State Councillor, Head of the Swiss Delegation

Mr Chairman,
Excellencies,
Distinguished Ministers,
Ladies and Gentlemen,

Our Conference is almost at an end. We have spent several days in meeting, reflection and discussion. The time for speeches is over and the time for assessment has not yet come. My message will therefore be brief and, I hope, a warm one.

The end of a conference which has brought together hundreds of people inevitably gives rise to many different feelings - a mixture of relief, regret and satisfaction.

Relief certainly for all those who have borne responsibility for this Conference. UNESCO of course, but above all the International Bureau of Education, its Director, Mr Tedesco and all his collaborators, who have shouldered the heavy burden of preparing and accompanying our work. The task was an onerous one and we wish to thank them for having spared neither their time nor their energy in accomplishing it.

Relief also for those who have had the difficult assignment of preparing the texts which embody the tangible results of our work. To all these backstage technicians and workers we express our gratitude.

Among the regrets I should like to place first of all the lack of time, which prevented us from continuing our talks and taking matters up in greater depth.

We also regret that the new structures of the Conference did not allow us to hold a real debate, to compare points of view and to exchange our opinions and experiences more simply, more spontaneously and more frankly. All participants attending this event are rightly concerned to highlight the actions and programmes in their own countries. They are eager to express their pride and their concern. And in this way we all grasp more clearly the diversity of regional and national realities. We have listened to each other; we have still to respond. The theme selected this year has shown us this. We have our differences, which find expression in our addresses. We have yet to learn how to cope with them in debate in order to become fully aware of our aims in education. If we raise these questions today it is on account of the hopes we place in these international conferences on education. We would like them to be a focus of genuine learning, a source of inspiration for solving problems. The experience we have gained here will undoubtedly enable us to progress further in preparing future sessions.

Of course we also have feelings of satisfaction here today. The ICE has proved once again to be a unique forum, irreplaceable for education at world level and for UNESCO itself. The documents which we examined this morning encourage us to give clearer and more concrete form to the ideals which we uphold - those of education for democracy, respect for human rights, sustainable development and peace.

Ladies and Gentlemen, Dear Friends,

The time has come to bid each other not 'farewell' but a cordial 'au revoir'. Geneva and Switzerland have been happy and proud to receive you for these few days. The best wishes of the Genevan and Swiss authorities go with you. We shall all return to our daily tasks, but this week will have given us fresh energy to face them. It is always easier to move forward when we know that our efforts are shared, are sustained by others everywhere in the world. An African minister said some time ago that ministries everywhere were unfortunately tending to become 'ministries of fear and sleeplessness' whereas they should be 'ministries of destiny'.

It is this thought that I should like us all to take away with us, and I express once again my best wishes for a safe journey home. May your action on behalf of education meet with every success, for the benefit of children throughout the world.

ANNEX IX

Closing address by Mr I. Pilip
Minister of Education, Youth and Sport, Czech Republic and
Chairman of the 44th session of the
International Conference on Education

Your Excellency Mr Director-General,
Members of the Executive Board,
Madam President of the Council of the International Bureau of Education,
Ministers,
Excellencies,
Heads of Delegations,
Ladies and Gentlemen,

We have proceeded to the very last minutes of our session. Let me express to you again that it was a great honour for me to be elected President of the 44th session of the International Conference on Education, which was focused on the appraisal and perspectives of education for international understanding. In this connection, I would like to express my cordial thanks to the Council of the International Bureau of Education, the Secretariat of the Conference, the President of the meeting of Governmental Experts, and the elected expert groups for their very hard work in preparing the just-approved documents and the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy, as well as the resolution.

I am sure that I express the feelings of all of you that the introductory, inspiring address of His Excellency Mr Federico Mayor, Director-General of UNESCO, was of great importance for our four days of intensive work. The spirit of mutual collaboration, solidarity and responsibility in his address was visible in the majority of contributions presented by the heads of delegations from all parts of the world. The spirit of tolerance during the last four days in this hall presents a real opportunity for all of us - for all of us responsible for education in our different countries. A real opportunity to make human rights a practical part of the educational process. Nevertheless, this was underlined in both of the contributions by the honourable guests of this meeting, Mr James Grant, Executive Director of UNICEF, and Mr Jacques Delors, President of UNESCO's Commission on Education for the Twenty-First Century. At the same time, it was a great pleasure for me to congratulate you all, as well as UNESCO, for an excellent realization of the procedures of this Conference, which made our meeting easier and more efficient. I think we had an open discussion; we were able to follow the rules of our meeting and through this we also showed a particular responsibility towards others and towards our societies.

In approving the aforementioned documents, the 44th session of the International Conference on Education points out our perspective for future activities. Allow me to express my personal hope that the 45th session of the International Conference on Education will be able to present positive results, such as decreasing xenophobia and violence.

Ladies and gentlemen, I would like also to mention that we started or deepened two important traditions. The first one, which has been mentioned several times, is International

Teachers' Day. I think that this is a way to show our appreciation of the work of teachers, because all the real values can be given or mediated by people. In my deepest opinion, techniques and technical tools cannot mediate the most important values as perfectly as they could be, the values that mankind has built upon, including tolerance and humanity. And it is very important to put stress on this, even now, when teachers are among those who are suffering from attacks and violence.

It was also an important moment of this Conference to follow the tradition set up at the last UNESCO General Conference: the tradition of the Comenius Medal. This is not just because of the tradition and ideas of Comenius himself, but also because it gives us a chance to reward people who have done a lot, that have carried out concrete deeds helping concrete pupils, thus helping to improve education systems in different parts all over the world. And it is great, because concrete steps are something we urgently need.

The meetings and gatherings of policy-makers and experts can and must open the door; they set the aims and framework.

But now the important moments are about to come. These are the realization of our conclusions and further steps and actions in our countries.

Your Excellencies, ladies and gentlemen, let me also repeat the case of a country that illustrates the importance of humanity, tolerance and human rights, which is Rwanda. It has already been mentioned by the Ministers and the Director-General that we should once again repeat the importance of international help to this country, and that we should continue to look for concrete steps that we could carry out for this country, as well as for its inhabitants who are in such deep troubles that we can hardly imagine them in other parts of our world. Ladies and gentlemen, I find it very important to take an interest in such cases, because it is very important not to forget about the troubles of peoples elsewhere in the world; it is our human responsibility, a responsibility not just for our own destiny or our own country but also for mankind all over the world.

Your Excellencies, Ministers, Heads of Delegations, thank you all for your co-operation, support and understanding. I declare the 44th session of the International Conference on Education closed.

ANNEX X

Round table: Economic globalization and educational policies

This round table was organized by NORRAG - the Northern Research Review and Advisory Group, a network of persons and organizations belonging to the worlds of research, co-operation agencies and non-governmental organizations that contribute to the development of practical and useful exchanges between these partners in the context of educational policies for the 'South'. The debate was animated by:

Mr D. Ghai, Director of the United Nations Research Institute on Social Development

Ms M.A. Duci, Head of the Training Policies Service at the International Labour Office

Mr W. Haddad, World Bank

Mr M. Ndoye, Minister in Charge of Literacy and the Promotion of National Languages, Senegal.

The trend towards a 'global economy' is not new. The present globalization of the economy is the third stage of a process that began with the internationalization of economies following the expansion of exports, continued with their transnationalization through an increase in the number of foreign production and investment sites and which is leading nowadays to global networks of production and information.

The global economy has three main characteristics:

markets are increasingly unified;

businesses are becoming global;

the institutional and legal framework is frequently ill-adapted to this situation.

For over a century, education has been strongly associated with national objectives and structures. The globalization of the world economy has a multitude of repercussions. In the first place, supranational organizations are in competition with the State as far as the control and supply of money and capital are concerned. In the second place, they reduce the State's capacity to limit the information available to the general public and to groups opposed to the State's hegemony. Lastly, these organizations provide an alternative for training in culture and values.

More precisely, globalization affects education in four ways:

greater competition develops between the values transmitted by supranational organizations and the schools;

education systems are confronted with more and more difficulties in providing the training that companies require;

supranational companies have strongly encouraged a reduction of State control over the content and management of public education, and have favoured a greater say on the part of groups for whom national cohesion is not necessarily an objective (parents, teachers and administrators);

Supranational organizations (not necessarily business enterprises, but the United Nations and regional political groupings as well) often have a direct impact on national educational decisions.

The presence of partners in the field of education from the world of business is not new. What is new is the considerable multiplication of schools designed to respond to the social demand for a 'good' education which public schools are no longer able to satisfy.

These different influences associated with economic globalization obviously affect educational policies and systems throughout the world:

they are today confronted with new restrictions arising from the complexity of educational situations resulting from globalization: an increase in the flow of people, knowledge and qualifications;

countries and societies should increase their human resources, whereas they are less and less able to do so;

the very nature of education is challenged by globalization to the extent that it is often first presented in economic terms during which the human and cultural dimensions of the educational process become obscured.

More information on this round table is available from: NORRAG, c/o Mr M. Carton, IUED, P.O.B. 136, 1211 Geneva 21, Switzerland.

ANNEX XI

Round table: Education for tolerance and mutual understanding: the role of religions

In both the past and present there has hardly been a war or conflict without religious or ideological implications. It is therefore an important issue to ask what religions can contribute to an education for tolerance and mutual understanding.

Invited to this round table by the organizer - the World Conference on Religion and Peace - the following educational experts of the different world religions gave their contributions: Dr A.T. Ariyaratne (Buddhist/Sri Lanka); Professor Ms Beyza Bilgin (Muslim/Turkey); Mr Trevor Finch, M.A. (Bahai/United Kingdom); Dr Vinu Aram (Hindu/India); Professor Dr Johannes Lähnemann (Moderator - Christian/Germany); Ms Jana Marcus (Jewish/ Switzerland).

They answered the following questions:

1. What are the motivations for tolerance and mutual understanding given by my religion?

2. What problems and challenges are at present - from my point of view - facing education for tolerance and mutual understanding?

3. How is my religious community involved in initiatives and projects for tolerance and mutual understanding?

4. What are - from my point of view - the major necessities and tasks in improving education for tolerance and mutual understanding?

In addition, Professor Dr Abdelfattah Amor, Special Rapporteur on Religious Intolerance at the Centre for Human Rights, United Nations, Geneva, pointed out the need for educational efforts to overcome religious intolerance. He considered religious extremism as a major threat to peace.

Dr Ricardo T. Gloria, Minister of Education, Culture and Sports of the Philippines brought in the layman's perspective concerning education for tolerance and mutual understanding by religions.

In the ensuing discussion, it became evident that various religions, despite different motivations for tolerance and mutual understanding, created a strong impetus to recognize life on our planet as a whole, to respect all men and women on Earth and to achieve solidarity with them.

As a main challenge, it was mentioned that religious education has to face tendencies towards fanaticism, and a loss of any sense of orientation in ethics and religion. It was stressed that there are different ways of overcoming intolerance and fanaticism in different religions of the world in their specific religious, cultural, economic and political contexts.

One of the main reasons mentioned for fanaticism and loss of orientation was that there are so many situations where people do not have the strength and the ability to give children the love and the affection they need.

It was asked how the problem of truth claimed by religions can be reflected in a way which does not exclude respect for other beliefs. The following proposals were made:

Education for tolerance and mutual understanding from the religious point of view needs a closer examination of what all religions advocate, such as love, compassion, unity, the Golden Rule.

Religions should be represented in school-books (including textbooks for history, geography, etc.) in a differentiated and careful way.

Background knowledge of one's own religion and its ethical principles is a prerogative for real tolerance and a help to overcome indifference as well as prejudices.

Religious communities as well as public education should help to find a new type of encounter in which people of different faiths and their values and ways of life are respected.

Young people should get to know the thoughts and deeds of personalities from different religions that are examples of concrete tolerance among religions.

Interreligious encounters and organizations are to be supported.

Educating the educators is of major importance. Particularly in teacher training and in in-service training, basic knowledge in the field of religions, ethics and values is to be included.

Religions themselves were asked to take the main United Nations' declarations concerning tolerance and religious freedom seriously.

For more information on this round table please contact: World Conference on Religion and Peace, European Secretariat, 14 chemin Auguste-Vilbert, 1218 Grand-Saconnex, Geneva, Switzerland.

ANNEX XII

Round table: The UNESCO Associated Schools Project: a viable network to promote education for peace, human rights and democracy

This round table, organized by the German Commission for UNESCO in co-operation with UNESCO, examined some of the innovative activities conducted through the Associated Schools Project (ASP) in favour of peace and international understanding. The round table was moderated by Wolfgang Reuther (Germany) and Elizabeth Khawajkie (UNESCO); Rene Romero (Philippines) served as Rapporteur.

It was recalled that the ASP network is designed to have a multiplier effect whereby its innovations are to be incorporated, whenever possible, into the mainstream of the education system for the benefit of others. Three innovative ASP projects were presented.

Siv Sellin (Sweden) spoke about the Baltic Sea Project (BSP) which was launched by Finland in 1989 with a view to establishing a chain of schools around the Baltic Sea in order to develop educational approaches in favour of environmental education, intercultural learning and sustainable human development.

Cecila Kwaw-Swanzy (Ghana) explained the participation of her country in the UNESCO Interregional Project on Education and Craft Professions which aimed to sensitize young people to the value and importance of craft professions as an integral part of their cultural heritage.

Victor Emmanuel Cabrita (Senegal), Principal of the Cours Ste. Marie de Hann, gave a wide range of examples of how his school imparts education for peace, human rights and democracy.

Two examples of how ASP operates at the national level were given. Flor Trigueros Amador explained that Costa Rica joined ASP in 1981 with a few schools and today there is a network of some 60 schools located throughout the country, including zones inhabited by indigenous people. Wolfgang Reuther pointed out that Germany was involved with ASP from the outset in 1953 and has extended progressively the network to some 80 schools; there is a waiting list for others to join. Communication amongst participating schools is ensured through an illustrated and well-documented newsletter, 'Forum'.

Several of the delegates provided information on effective ASP initiatives in their countries. The delegate from Spain indicated that, in the light of the highly successful Baltic Sea Project, his country launched a similar project on the Mediterranean Sea.

Attention was drawn to the grass-root and pilot character of Associated Schools. Ingredients for making ASP a successful network at the national level include first and foremost, human resources, teachers willing to take part in the project, active student participation in planning and implementation of activities, and an ASP National Co-ordinator.

With regard to future ASP priorities, the following were suggested: making networking at different levels more systematic, i.e. local, national, regional and international; adequate communication channels between these levels and regular evaluation for improving the quality of ASP work on the basis of common criteria.

In the course of the round table a proposal was made to launch a new international 'School Partnership Programme' which would enable schools in peaceful situations and

benefiting from sufficient resources to establish a medium/long-term partnership with schools in difficult situations in order to provide urgently needed assistance.

For more information on this round table, please contact: Mr Wolfgang Reuther, Deputy Secretary-General, German Commission for UNESCO, 15, Colmantstrasse, D - 53115 Bonn, Germany; or Ms E. Khawajkie, ED/HCI, UNESCO, 7 place de Fontenoy, 75700 Paris, France.

ANNEX XIII

Round table: The mutual teaching of foreign languages: an element in international understanding

On behalf of the Latin Union, which had organized this round table, Mr Philippe Rossillon, Secretary-General of the organization, opened the meeting by stressing the importance of the teaching of foreign languages in today's world. Faced with the globalization of markets and multilingualism, he suggested the need to diversify the languages taught at school.

For his part, Mr Murilio de Avellar Hingel, Brazilian State Minister of Education and Sport, developed the idea of a linguistic policy and described the extent to which Brazil has nowadays pursued the teaching of a multitude of foreign languages following the breaking down of international barriers, the need for a cultural dialogue between peoples and the need to expedite commerce. For the Brazilian Minister, what was most important was the role of foreign languages in the development of a 'civic sense', in other words, in enhancing a diverse and democratic conscience.

Mr Corradini, Joint Chairman of the Italian National Council of Public Education, spoke of a draft law designed to make the teaching of two foreign languages at secondary school the norm.

The Director of Curricula in the Spanish Ministry of Education, Mr de Blas, speaking about language teaching in Spain, indicated that, since 1990, a foreign language can be learned at primary school and a second foreign language at secondary school, though neither are obligatory.

Ms Blanche-Benveniste, a professor at the University of Aix-en-Provence (France), described the outcomes of her research on the project EUROM 4. This project, which brings together four European universities - Aix-en-Provence, Rome, Lisbon and Salamanca - intends to demonstrate that the similarities between some Latin languages (French, Italian, Spanish and Portuguese) may be used to accelerate the learning of foreign languages.

Ms Krieger, professor at the University of Rio Grande do Sul (Brazil), was interested in the instruments of translation and modern technology. The case of Brazil and the other countries of MERCOSUR was used to illustrate her words about the problems of multilingualism and the setting up of terminological data bases. She noted that the usefulness of these data bases depended on good teaching of these languages, but she also stated that the teaching of foreign languages prospers in turn from technical expressions borrowed from a variety of disciplines.

The representative of Lesotho expressed the doubt that educational curricula will be overloaded if a second language is added at the secondary level.

The representative of India also took the floor to state that the dominant role that a particular language may play at the global level should not be determined solely on the criteria of economic production.

The delegates of Spain and Côte d'Ivoire spoke in favour of using the mother tongue as a teaching language.

In conclusion, Mr Philippe Rossillon pointed out that the teaching of foreign languages for the future obviously means diversifying the languages taught at school.

More information on this round table is available from: Latin Union, UNESCO, 1 rue Miollis, 75732 Paris Cedex 15, France.

ANNEX XIV

Round table: Human rights education

This round table was organized jointly by the Council of Europe and the United Nations Centre for Human Rights. Mr Ayala Lasso, United Nations High Commissioner for Human Rights, welcomed this round table as an example of co-operation between international governmental organizations. The United Nations has given considerable attention to aspects of human rights enforcement, such as standard-setting, monitoring, technical studies and peace-keeping missions. It is logical that its attention should now be turned to human rights education. Its aim should be to teach human rights - common values of humanity - to all and to create a universal culture of human rights.

Mr Raymond Weber, Director of Education, Culture and Sport, Council of Europe, informed the participants that the Council of Europe had a long tradition and much experience in the areas of civic education and human rights education. In 1985, the Committee of Ministers of the Council of Europe adopted a Recommendation on teaching and learning about human rights in schools, and the eighteenth session of the Standing Conference of European Ministers of Education (Madrid, March 1994), in a resolution on education for democracy, human rights and tolerance, underlined the necessity for schools to adopt a coherent and sustained approach to education for democratic citizenship.

Mr Hugh Starkey, Westminster College, Oxford, United Kingdom, summarized the main conclusions of the Council of Europe's work, referring to: primary and secondary schools; democracy in schools; civic education; whole-school approaches; and teacher training. The Council of Europe's approach insists on the school as a community based on human rights and appreciating the dignity and achievements of each individual student, while providing an atmosphere in which all students can learn and develop.

Ms Micheline Rey, Project Adviser for the Council of Europe's Projects on Intercultural Education, noted that intercultural education is about links between education and the wider society. The term 'intercultural' implies a reciprocal relationship and interaction between communities. Values, ways of life and culture may be shared and modified, although there is a need to understand the traditions and structures of communities within a country. Intercultural education is also about identity. It is based on the premise that each person has a number of overlapping identities. Language is a particularly powerful factor of identity and so intercultural education is concerned with language learning, both the mother tongue and learning the language of the host community. Human rights education needs to be based on an intercultural approach which goes beyond perceptions of others based on stereotypes. Human rights instruments provide the reference point to universal values which can form the basis of interpersonal and intercommunity relationships. The school itself is such a community. Thus, the relationship between teachers and students is crucial to the learning process.

Ms Virginia Bonoan-Dandan, United Nations Committee on Economic, Social and Cultural Rights, recalled that the 1993 Vienna Conference on Human Rights reaffirmed the universality of human rights. Human rights education is essential for promoting stable and harmonious relations between people and between States. For this reason the United Nations has called for a Decade for Human Rights Education, starting in 1995.

Ms K. Savolainen, UNESCO, said that the Declaration of the 44th session of the International Conference on Education and the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy are based on the existing action plans

adopted in Vienna (United Nations Conference, 1993), Montreal (UNESCO Congress, 1993) and the Associated Schools Project, as well as on the achievements of the 1974 UNESCO Recommendation on Education for International Understanding. The Declaration and the Draft Integrated Framework, while dealing with topical issues of contemporary societies, bring the objectives, strategies and approaches in the field of education for international understanding up to date. A special handbook for teachers on tolerance has been prepared by UNESCO for the ICE Conference.

Ms Monique Prindezis, Secretary-General, World Association of the School as an Instrument of Peace (EIP), informed the meeting that one of the main focuses of EIP's work has been to make the general public and schools aware of human rights texts. In 1976 EIP published a version of the Universal Declaration in simplified language. This has had a very wide dissemination. EIP has also been concerned with the training of teachers. It set up a training centre, known as CIFEDHOP, which has organized international training weeks in Geneva for the past 14 years. In recent years EIP has also organized regional training sessions.

In the words of Ms Felisa Tibbitts, Netherlands-Helsinki Committee, experience has shown how long it takes to improve the quality of schools. Human rights education must therefore be conceived as a long-term project. The emerging democracies of Central and Eastern Europe provide new challenges such as:

the degeneration of language, where certain expressions have become identified with old rejected parties and ideologies;

the reliance on formal teaching approaches with a strong emphasis on content rather than process;

a lack of alternative perspectives in teacher training;

the difficulty in changing the system.

During the ensuing discussions, it was generally recognized that education for human rights should be based on the active participation of pupils and students and that it should help to prepare them for active and responsible citizenship. The participants stressed the importance of monitoring the content of human rights education in schools. The role played by the UNESCO Clubs in education for human rights was also mentioned.

In his concluding remarks, Mr Ibrahima Fall, United Nations' Assistant Secretary-General for Human Rights, emphasized, among other things, that human rights should be presented in the context of democracy and development, that they are interdependent and interrelated, and that their universality should be seen from the point of view of the universality of norms. Some of the obstacles to human rights education in schools which he listed were illiteracy, marginalization and exclusion.

For more information on this round table please contact: Ms Alison Cardwell, Directorate of Education, Culture and Sport, Council of Europe, B.P. 431 R6, 67006 Strasbourg, France.

ANNEX XV

Round table: The media and international understanding: informing ourselves to understand (ourselves) better

This round table was organized by UNESCO's Office of Public Information, in co-operation with the Organization's Sector for Communication, Information and Informatics.

By way of an introduction, the UNESCO representative recalled the important role that the media play in our societies today, particularly television, forming a 'parallel school', an additional means for citizens, and particularly young people, to acquire knowledge. In fact, two 'schools' exist side by side and influence each other: where are the dividing lines? What common ground is there? How can journalists and teachers encourage this open society required for a better understanding between individuals and nations.

The first part of the round table consisted of a discussion between journalists in order to understand their point of view, their approach to their work, in the context of international understanding. On this point, several participants stressed that the justification of their profession was to address a particular public, narrowly focused, whether national, local or other. In other words, despite the relaxation of barriers in the world, and the influence of one country or culture upon another, any single one of the media directed at its public has little influence on improved international understanding. Several journalists stressed the need for accuracy, together with a great deal of professional and personal ethics. It is not so much a question of covering the world as conveying high-quality information and showing respect for others.

Journalists described the pressures to which they are subject today in carrying out their profession:

Limiting the free circulation of information, which is visible, for example, through: political pressure designed to exert control over information; censorship, either by governments or by political parties; violence towards journalists (murder, harassment); or by limiting the movement of professionals. Those present were unanimous in emphasizing the principle of the freedom of expression and of information, without any restriction whatever.

Economic obstacles. The discussion centred on the 'product' and commercial value of information (balancing supply and demand, the growing importance of advertising). Some participants deplored the fact that journalism has now become a commercial commodity. Others stressed that today this is a fact that the profession cannot avoid and does not necessarily influence 'quality'.

The deprofessionalization of journalism, evident particularly in a decline in professional training (lack of human and financial resources and lack of vocational schools), a growing confusion between journalism and occupations concerned with communication, and a lack of professional ethics.

In the second part of the round table, discussions between journalists and educators enabled the questions and expectations of the world of education with regard to the media to be explored. The debates dealt with two major themes:

1. Does the surfeit of free information, and thus a diversity of viewpoints, interpretations and experiences, improve the community's well-being?

2. Are the media a unifying mortar on the social level? Are they the most appropriate means for inculcating values? If this is the case, what can be said about their 'social responsibility'?

While educators requested more ethics in journalism, since information today has a decisive influence on the transmission of knowledge, journalists on the other hand, while agreeing to the establishment of a system of values in the conduct of their profession, emphasized that the unique objective of their trade is to inform and not to educate. For them, the transmission of knowledge, the development of a critical attitude and the capacity of young people to act in their world remain the task of the school and the family.

Various proposals were made as the source of ideas for future reflection:

'Training to inform oneself': encourage better media education enabling young people to better understand the role of the media in a democratic society.

To undertake reflection on the role and the social 'responsibility' of the journalist's profession, but without regimenting it, as well as on the public service of the media.

To strengthen the internal capacity of countries and to develop free, independent and pluralist media.

To make better use of communication technologies for and by education (for example, distance education, educational television and radio).

To continue the dialogue between educators and journalists in order that these two worlds should not be isolated but should complement each other.

Further information on this round table can be obtained from: Office of Public Information, UNESCO, 7 place de Fontenoy, 75700 Paris, France.

ANNEX XVI

List of documents distributed during the session and national reports submitted to the Conference

I. Working documents

ED/BIE/CONFINTED 44/1 Rev.	Revised provisional agenda
ED/BIE/CONFINTED 44/2	Proposed organization of the work of the Conference
ED/BIE/CONFINTED 44/4 prov.	Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy
ED/BIE/CONFINTED 44/5 prov.	Preliminary Draft Declaration of the 44th session of the International Conference on Education

II. Information documents

ED/BIE/CONFINTED 44/Inf.1 prov.	Provisional list of participants (English/French/ Spanish)
ED/BIE/CONFINTED 44/Inf.2	Situation of education for international understanding; examination of questions relating to the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (Arabic, Chinese, English, French, Spanish, Russian)

III. National studies

Ethio-Education Consultants. 'Education for international understanding: the case of Ethiopia'. Geneva, International Bureau of Education, 1994. 35 pp.

Janowski A. 'Ethical and moral eduation: a national case-study of Poland'. Geneva, International Bureau of Education, 1994. 37 pp.

Quisumbing, L.R. 'A Study of the Philippine Values Education Progamme (1986-1993)'. Geneva, International Bureau of Education, 1994. 41 pp.

Braslavsky, C. 'La educación como un derecho y su contribución para los derechos humanos y la comprensión internacional'. Geneva, International Bureau of Education, 1994. 19 pp.

Garcia Gaudilla, C.; Rengifo, F.; Castro, G. 'Educación para la comprensión internacional: caso de Venezuela'. Geneva, International Bureau of Education, 1994. 30 pp.

Constantine, N.N. 'L'éducation religieuse éthique et morale au Liban'. Geneva, International Bureau of Education, 1994. 26 pp., annexes.

Diarra, C.O. 'Les droits de l'homme et l'instruction civique au Mali'. Geneva, International Bureau of Education, 1994. 20 pp.

IV. IBE publications

Ray, Douglas, et al. 'Education for human rights: an international perspective'. Paris, UNESCO, 1994. 305 pp. (IBE studies in comparative education).

Dubbeldam, L.F.B., et al. 'Development, culture and education' (International Yearbook of Education, Vol. XLIV - 1994). Paris, UNESCO, 1994. 236 pp.

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Gfeller, E.; Robinson, C.D.W. 'Many languages, many peoples: multilingualism and international understanding'.

Organización internacional para el desarrollo de la libertad de enseñanza (OIDEL). 'La educación a los derechos humanos y la comprensión internacional'.

V. National reports presented to the 44th session of the International Conference on Education

Countries	Languages
Angola	French
Argentina	English, Spanish
Armenia	English
Australia	English
Austria	English
Azerbaijan	English
Bahrain	English/Arabic
Belarus	English/Russian
Belgium	English
Benin	French
Bolivia	Spanish
Brazil	English, French, Portuguese
Bulgaria	English
Cameroon	French
Canada - reply to questionnaire	English/French
Central African Republic	French
Chad	French
China	English
Croatia	English
Cuba	English/Spanish
Cyprus	English
Czech Republic	English
Democratic People's Republic of Korea	French
Denmark	English
Egypt	English

Countries	Languages
Estonia	English
Ethiopia	English
Finland	English
France	French
Gambia, The	English
Germany	German, English
Ghana	English
Greece	French
Guinea	French
Hungary	English
India	English
Indonesia	English
Iran, Islamic Republic of	English
Israel	English
Italy	English
Jamaica	English
Japan	English
Jordan	English
Kenya	English
Kuwait	English, Arabic
Lesotho	English
Liberia	English
Libyan Arab Jamahiriya	English, Arabic
Luxembourg	French
Madagascar	French
Malawi	English
Malaysia	English
Maldives	English
Mali	French
Malta	English
Mexico	English, Spanish
Morocco	French, Arabic
Namibia	English
Nepal	English
Netherlands	English
Nicaragua	Spanish
Nigeria	English
Norway	English
New Zealand	English
Oman	English, Arabic
Pakistan	English
Panama	Spanish
Paraguay	Spanish
Philippines	English
Poland	English
Portugal	French
Qatar	English/Arabic

Countries	Languages
Republic of Korea	English
Romania	English, French
Russian Federation	English, Russian
San Marino	French
Saudi Arabia	English, Arabic
Senegal	French
Sierra Leone	English
Slovakia	English
Slovenia	English
Spain	Spanish, English
Sudan	English, Arabic
Swaziland	English
Sweden	English
Switzerland	French
Syrian Arab Republic	English, Arabic
Thailand	English
Togo	French
Tunisia	French, Arabic
Turkey	English
United Arab Emirates	English/Arabic
United Republic of Tanzania	English
United States	English
Ukraine	English/Russian
Viet Nam	English
Zambia	English
Zimbabwe	English

VI. Documents on teacher training and multicultural/intercultural education

Documents prepared within the IBE project: 'Basic education for participation and democracy: key questions in the development of human resources (Teachers and multicultural/intercultural education)'. This project is financed by Italian co-operation.

An integrated model for teacher training in multicultural contexts, by Raúl Gagliardi.

La formation des maîtres pour l'éducation multiculturelle au Sénégal, by Mourtala Mboup.

Teacher training for multicultural education in favour of democracy and sustainable development: the territorial approach, by Raúl Gagliardi.

Differentiation intergroupes en milieu scolaires. 1. Etude auprès des étudiants des écoles normales du Sénégal, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

Differentiation intergroupes en milieu scolaires. 2. Etude auprès des étudiants des écoles normales de l'Ile Maurice, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

Differentiation intergroupes en milieu scolaires. 3. Etude auprès des étudiants des écoles normales du Liban, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

Differentiation intergroupes en milieu scolaires. 4. Etude auprès des étudiants des écoles normales de l'Espagne, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

Teachers and multicultural education in Poland, by Andrezj Janowski.

Training in intercultural education for primary-school teachers in the Czech Republic, by Jiri Kotásek and Richard Ruzicka.

Teachers and intercultural education in Mauritius, by P. Guruvadoo, A.C. Kalla, S. Thancanamootoo and T. Veerapen.

La formation des enseignants pour l'éducation interculturelle au Liban, Etude Nationale, by Nabil Nicolas Constantine.

Formation des maîtres tunisiens et éducation interculturelle, by Mohamed Miled (ed.).

Interculturalidad y formación docente en Bolivia: Primer informe de avance de una investigación en curso, by Luis Enrique López.

Interculturalidad, educación técnica y formación docente en Bolivia, by Luis Antonio Rodriguez Bazán and Oscar Chávez Gonzales.

Un modelo integrado para la formación docente en contextos multiculturales, by Raúl Gagliardi.

ANNEX XVII

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Secretario General

Conseil mondial des sociétés d'éducation comparée (CMSEC)/World Council of Comparative Education Societies (WCCES)

M. Michel Debeauvais
Ancien Président du CMSEC

Fédération internationale pour l'éducation des parents (FIEP)/International Federation for Parent Education (IFPE)

Mme Micheline Ducray
Représentante de la FIEP à l'UNESCO

Fédération internationale des femmes diplômées des universités (FIFDU)/International Federation of University Women (IFUW)

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Ms Isabelle Cavicchi-Broquet

Fédération mondiale pour les études sur le futur/World Futures Studies Federation (WFSF)

Dr Bernd Hamm
Centre for European Studies, University of Trier

Mr Orio Giarini

Ligue internationale de femmes pour la paix et la liberté (LIFPL)/Women's International League for Peace and Freedom (WILPF)

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Secretary-General

Mouvement international ATD Quart Monde/International Movement ATD Fourth World

M. Bruno Romazzoti

Mme Brigitte Muller

Mouvement international pour l'union fraternelle entre les races et les peuples (UFER)/International Movement for Fraternal Union among Races and Peoples

Mme Fina Bijnens

M. Berhane Ras-Work

M. Nchama Eya

Office international de l'enseignement catholique (OIEC)/Catholic International Education Office (CIEO)

Mme Monique Deglaire
Permanente à la Représentation de l'OIEC

M. l'abbé Guy Roubert
Représentant permanent de l'OIEC à Genève

M. Georges Deremble
Directeur honoraire de l'enseignement catholique de Chambéry

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Director General

Dr Bengt Thelin
Former Director of Education, National Board of Education, Vice-President of the Executive Committee

Dr Ian Hill
Regional Director for Europe/Africa/Middle East

Mr Fred De Haas
Curriculum Manager, Middle Years Programme

Organisation internationale pour le développement de la liberté d'enseignement (OIDEL)/International Organization for the Development of Freedom of Education

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Historien

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Institut international de droit humanitaire (IIDH)/International Institute of Humanitarian Law (IIHL)

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Hon. President of IIHL

Prof. John Crabb

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Mme Norma Anav

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Fondation Hamdard/Hamdard Foundation

Mr Hakim Mohammed Said
Chancellor, Hamdard University

ANNEX XVIII

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Secrétaire général de la Conférence

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Directeur du Bureau régional d'éducation pour les Etats arabes

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Directeur du Bureau régional d'éducation pour l'Afrique

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M. J. Smyth, ED/WER

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Assistants of the Secretary general of the Conference

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Mlle W. Rockika BIE

Mme I. Kouassigan BIE

M. A. Sannikov ED/UCE

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COMMITTEE OF GOVERNMENTAL EXPERTS

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Sous-Directeur général pour l'éducation, Représentant du Directeur général

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Directeur du Bureau international d'éducation

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M. J. Symonides, Directeur SHS/HRS

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M. P. Herold, ED/UCE

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M. S. Smirnov, ED/ECS/HCI

III. TABLES RONDES/ROUND-TABLES

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Mme E. Khawajkie, ED/ECS/HCI

M. T. Ohsako, BIE

Mme E. Salas Rosenbach, OPI/SS

Mme K. Savolainen, ED/ECS/HCI

M. J. Symonides, SHS/HRS

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Mme E. Salas Rossenbach, OPI
Mme J. Caro Gardiner, OPI
Mme C. Sanchez Robles, OPI
M. S. Boukhari, UNESCO Press

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M. A. K. El Atrash, UNEDBAS
M. P. Obanya, BREDA
M. J. Rivero Herrera, OREALC
M. H.W. Rissom, ED/UCE
M. P. Herold, ED/UCE
M. M. Lakin, ED/CBE
M. W. Vollmann, ED/CBE

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Mlle I. Byron, BIE
Mme C. Chevassu, BIE
Mlle B. Deluermoz, BIE
Mme F. Nacereddine, BIE
Mme S. Roux, BIE
Mme J. Thomas, BIE
Mlle E. Visser, BIE

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Mlle W. Rokicka, BIE
Mme J. Thomas, BIE
Mlle M. Furlong, BIE

Visites au Centre de documentation du BIE/Visits to the Documentation Centre of the IBE

Mlle I. Byron, BIE
Mme F. Nacereddine, BIE
Mme J. Thomas, BIE
Mme N. Sanchez, BIE
Mlle E. Visser, BIE

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Mme K. Nguyen Thi, ED/PBD

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Mlle J. Dousse, BIE
M. M. Milési, BIE
M. G. Viollet-Bosson, BIE

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M. V. Seck, BPS/C

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M. F. Ghebre, BPS/LDP
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Mlle G. Canahuati, BIE
Mme M. Hassine, ED/UCE
Mme M. Lugon, BIE
Mlle H. Platman, BIE
Mme P. Siméant, BIE

VII. TRADUCTION ET COMPOSITION/TRANSLATION AND COMPOSITION

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M. C. Shearmur
Mlle H. Connor
Mlle S. Allen
Mlle N. Sathiyarajan

Section française/French Section

Mme C. Navarro
M. N. Barton
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Section espagnole/Spanish Section

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Mme G. Brenna
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Mme M.C. Torija

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M. P. Kovalenko
M. M. Iakounine
Mlle T. Jourja
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M. A. Benaissa
M. H. Dehkani
M. M. Makhoul
M. M. Shalik
M. A. El Masri
Mme F. Kombar

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M. J. Chen
Mme L.R. Hou
M. Y. Jiang
M. J. Qiang
M. F. Sun
M. J. Wang
Mme H. Zhu

VIII. INTERPRETATION/INTERPRETATION

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Secrétaire assistante interpétation/Interpretation Assistant Secretary

Mme B. Elsas

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